DOCUMENT RESUME

ED 129 701 SO 009 481

AUTHOR Svicarovich, John, Ed.
TITLE Manual for Developing a Student Intern Program in Politics and Government: An Adopter's Guide Referenced in "Promising Practices in Oregon Education," 1974.
INSTITUTION Oregon State Dept. of Education, Salem.
PUB DATE 74
NOTE 128p.

EDRS PRICE MF-$0.83 HC-$7.35 Plus Postage.
DESCRIPTORS *American Government (Course); Educational Innovation; Educational Objectives; Evaluation; Experimental Programs; Government Role; *Internship Programs; Manuals; *Political Science; Practicums; Program Descriptions; *Program Design; Program Development; Relevance (Education); School Community Relationship; Secondary Education; Student Needs; Student Participation; Teaching Techniques; *Work Experience Programs

ABSTRACT

The manual describes an offcampus intern program for 12th-grade students in political science. Description of the project, Government Responsibility and Student Participation (GRASP), is divided into six chapters. Chapter I, Deciding Whether to Adopt the Model, identifies the need for an intern course and projects presumed student accomplishments upon completion of the course. Chapter II, Determining Program Feasibility, identifies potential financial resources and determines organizational accountability. Chapter III, Planning Program Operation, defines management, personnel, and school responsibilities, and it indicates management objectives. Chapter IV, Founding the Program, discusses recruiting government agencies and securing commitment for support and participation. Chapter V, Implementing the Program, describes selection and orientation of staff and students, discusses placement of students in government agencies, and delineates instructional guidelines. Chapter VI, Evaluating the Program, identifies six general indices for measuring the impact of the internship experience. Included are tests, questionnaires, evaluation forms, and a bibliography. (Author/DB)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

OREGON STATE
DEPARTMENT OF EDUCATION
JESSE FASOLD,
SUPERINTENDENT
OF PUBLIC INSTRUCTION

MARION INTERMEDIATE
EDUCATION DISTRICT
HAROLD C. DISHAW,
SUPERINTENDENT

MANUAL FOR DEVELOPING A STUDENT INTERN PROGRAM IN POLITICS AND GOVERNMENT

AN ADOPTER'S GUIDE REFERENCED IN PROMISING PRACTICES IN OREGON EDUCATION, 1974

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
Rob Fussell
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

ED129701

SP009481

MANUAL FOR DEVELOPING A STUDENT INTERN PROGRAM IN POLITICS AND GOVERNMENT

This guide for developing an off-campus intern offering for 12th grade students in politics and government is based on the pilot project experience of schools in Marion County, Oregon, from 1971 through 1974. The project, Government Responsibility and Student Participation (GRASP), was funded during that period under Title III of the Elementary and Secondary Education Act.

Marion County IED Superintendent
Harold C. Dishaw

GRASP Director
Ardyth L. Badger

GRASP Assistant Director
Charles E. Minor

Copyright © 1974 by the Oregon State Department of Education

Jesse Fasold, Superintendent of Public Instruction

PREFACE

Although schools and communities share many of the same kinds of educational problems and needs, they too often fail to share information about how these needs and problems are being addressed. If a successful approach to a set of needs or the solution to a problem in one community is thoroughly documented, it may serve as a model for adoption or adaptation elsewhere. Thus, communication about promising practices is at least as important as their development.

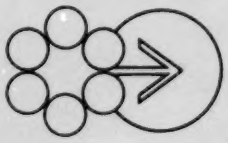
To promote such communication, the Oregon State Department of Education is involving school personnel throughout the state in the identification of instructional or management techniques they believe to be innovative, effective, and transportable. Brief descriptions of these techniques, or programs, are compiled in a catalog of *Promising Practices in Oregon Education*. Districts whose innovative practices are described in the catalog have agreed to share more detailed information about their procedures with those who request it, and in many cases the department will encourage and even underwrite the development of published guides designed to give practical step-by-step directions to potential adopters.

The GRASP program was chosen for inclusion in *Promising Practices in Oregon Education* and is the fifth program to publish an adopter's guide. Others are currently under production.

Your comments and suggestions will help us to improve future editions of this guide and others to be produced.

Jesse Fasold
Superintendent
Public Instruction

Manual preparation and editing by:



john svicarovich
independent contractor
editing and publication services
4007 north east twenty-second avenue
portland, oregon 97212
phone: (503) 281-0534

TABLE OF CONTENTS

Preface i

Table of Contents iii

Introduction 1

I. Deciding Whether To Adopt the Model 3

Identifying the Need For the Intern Model In the Present Curriculum 3

Examining the Outcomes Supported by an Intern Offering . . 4

II. Determining Program Feasibility . . 9

Assessing Potential Support . . . 9

Determining Organizational Accountability 10

Identifying Resources 10

III. Planning Program Operation . . . 13

Defining Management Structure . . 13

Organizational Roles and Responsibilities 13

The Intermediate Education District 14

Participating Schools. 15

Participating Agencies 16

Program Advisory Council . . . 17

Personnel Roles and Responsibilities . 18

The Program Coordinator 18

The School Coordinator 20

Management Objectives 21

Program Coordinator Process Objectives and Tasks For a 12-Month Period 22

Budgeting for Program Operation . . 29

IV. Founding the Program 33

Securing Commitments For Support and Participation. . . . 33

Recruiting Agencies 34

V. Implementing the Program 37

Staffing the Program 37

Initiating Public Relations . . . 37

Orienting Staff Members 38

Selecting Students 38

Preparing Students 40

Pretesting 40

Classroom Orientation 40

Individual Orientation 41

Placing Students 41

Student Familiarization With Agency Plans 42

Reassignment 43

Sharing Sessions 43

Student Responsibilities . . . 43

Instructional Guidelines 45

Scheduling 45

Grading 46

Credits 47

Special Considerations For the School Principal 47

VI. Evaluating the Program 51

Evaluation Aims 51

Summative Evaluation 51

Cognitive Student Gains . . . 52

Student Attitudes 52

Career Awareness 53

Placement Site Evaluation . . . 53

School Evaluation 54

Parent Evaluation 54

Formative Evaluation 54

Appendix

A: Classroom Objectives and Performance Indicators . . . 59

B: Bibliography 69

C: Student Intern Program Organizational Structure (Chart) . 73

D: Cooperating School Agreement . . 75

E: Parental Permission Form . . 79

F: Cooperating Agency Agreement, Part I 81

Cooperating Agency Agreement, Part II: Information Summary . . 84

G: GRASP Pretest/Post Test (Cognitive), Part I 88

GRASP Pretest/Post Test, Part II . 92

H: Student Attitude Questionnaire . 97

I: GRASP Placement Sites . . . 101

J: Student Intern Application Form . 105

K: A Student Intern's Pledge . . 109

L: Agency Supervisor Questionnaire . 111

M: Agency Evaluation Of Student Intern 113

N: School Coordinator Questionnaire . 117

O: School Administrator Evaluation Guide 121

P: Parents' Questionnaire . . . 125

Q: Record Of Intern Hours Spent Off Campus 127

INTRODUCTION

In teaching young people about politics and government, American education has typically stayed within the confines of the classroom and the basic text. As a result of such a confining learning experience, the student has tended to look at public affairs as something he studies rather than as something that continuously affects him and as something in which he can and should become a participant. The traditional textbook-based "civics" course has simply failed to help students capture the flavor, excitement, and definition of what is at stake for them personally in politics and government.

Based on a three-year ESEA Title III project in Marion County, Oregon, this guide describes a multi-school program that can be built into or onto the regular high school civics curriculum in order to enrich and enliven student learning of politics and government. Simply, the program places high school seniors as interns for periods of time in political and governmental settings.

The student internship program cannot totally supplant classroom study of politics and government. Even if in the informal setting of a seminar, students still need to deal theoretically with political organization and functions, and with government structures and operation. However, these theoretical studies take on live dimensions to the student who is working in voter registration, or the state legislature, or a social service agency. A student may intellectually comprehend a classroom discussion of property tax relief, but he may never really grasp it until he sees it at close hand fought out in a state referendum. It was the intention to create this quality of learning that gave rise to the acronym GRASP (Government Responsibility and Student Participation) as the title of the Marion County project. The GRASP title also suggested cooperative student-government involvement through the graphic image of clasped hands which the project carries on its letterhead and publications.

Beginning in 1971 under the coordination of the Marion

County Intermediate Education District, GRASP involved students and teachers from 18 public and parochial high schools, as well as dozens of political organizations, civic groups, government legislative and executive bodies, and citizens advisory and planning bodies. The suggestions in this guide are based on those three years of experience. The guide describes a model for a management structure that will enable each school to incorporate the off-campus intern offering into its present civics curriculum. Therefore, it attempts wherever possible to deal in generic terms with the requirements of a student intern program in civic affairs.

In the sections "Deciding Whether to Adopt the Model," "Determining Program Feasibility," and "Outlining Program Operation," the guide suggests the steps necessary to make a decision to adopt the program and to plan it on paper. The section entitled "Founding the Program" suggests procedures to follow in seeking district and community support and sponsorship. In the section "Implementing the Program," the guide suggests procedures for initiating and conducting routine operations at both the administrative and instructional levels. This is followed by a section suggesting an evaluation framework. The appendix contains a suggested curriculum based on the way GRASP schools integrated the intern offering into their existing civics offerings. It also contains a bibliography to complement that curriculum and a number of program agreement forms and evaluation instruments which may serve as useful resources for adopters.

I. DECIDING WHETHER TO ADOPT THE MODEL

In deciding whether or not to adopt the student intern model in politics and government, the reader must consider 1) the degree to which the model would improve present courses in civic affairs, and 2) the feasibility of creating the program management structure that will enable schools to offer their students the off-campus intern experience. The first consideration, which is key to the decision to adopt this model, is dealt with in this section. The next section will deal with the feasibility of setting up a program management structure to create the intern offering.

IDENTIFYING THE NEED FOR THE INTERN MODEL IN THE PRESENT CURRICULUM

The GRASP pilot project was initiated in Marion County schools in 1971 because teachers and administrators perceived a need to enrich the learning experience of seniors enrolled in such civics or public affairs-oriented courses as modern problems. The sponsors of GRASP reasoned that direct placements in political or governmental settings would help students gain certain skills, understandings, and attitudes about politics and government which were not being conveyed satisfactorily through classroom and textbook learning experiences.

It is presumed that the school of each potential adopter will have such a heirarchy of educational outcomes as recommended by the Oregon Graduation Requirements; and it is further presumed that the existence of such a hierarchy will permit each school to evaluate the degree to which these objectives are being realized. If certain objectives are not being realized, and if the achievement of these objectives can be enhanced by a student intern offering, then a student intern offering may merit favorable consideration.

However, before a potential adopter can arrive at such a determination, he needs to examine the kinds of educational outcomes that a student intern model of this type is designed to support.

EXAMINING THE OUTCOMES SUPPORTED BY AN INTERN OFFERING

The three main goals the GRASP pilot project was designed to support were derived from three key assumptions:

1. That an intern offering will improve the learning process for high school seniors by providing them with the opportunity to become directly involved in the political and governmental functions that are traditionally studied only on paper.

2. That an intern offering will promote in students a deeper personal understanding of government service and citizen responsibility in politics and government.

3. That an intern offering will enhance the learning environment for students by encouraging better communications and understanding among educational institutions, government agencies, and community or political organizations.

Translated into terms of student learning gains, the assumptions were written as the following course goals which would be supported by placing students in off-campus intern experiences.

1. Students will demonstrate an understanding of the purposes, functions, and interrelationships of various state and local governments and political organizations.

2. Students will demonstrate an awareness of career opportunities in the public sector and of other avenues by which citizens can become involved in public affairs.

3. Students will demonstrate a more positive appreciation of the role of government and political organizations.

Just as adopters should examine the kinds of goals the

intern model is designed to support, they should also examine the kinds of performance indicators the model will help achieve. Schools in the GRASP project found that the intern experience, integrated into each existing civics curriculum, helped students achieve the following 20 performance indicators:

Upon completion of the course, the student will be able to:

1. Describe and justify five ways a citizen may affect change in state and local government.

2. List five fundamental values of a democratic society and explain how these values are manifested or not manifested within the agency in which he interned.

3. Write a response to the question: "Why does government exist and why does it exist at three different levels?"

4. Write a one paragraph statement on a specific problem such as: urbanization, industrialization, or migration, and explain how the agency in which he is placed deals with the problem.

5. Explain and justify in a paragraph his basic philosophy of how government should be financed.

6. Outline a decision-making process that represents a model for the agency in which he is placed using a problem or issue within that agency.

7. Write an explanation of these three functions of state and local government: (1) policy-making (2) policy administration (3) policy adjudication.

8. Name the three traditional American branches of government, describe their functions, and explain how these branches are manifested at each level of government.

9. Name three basic forms of city government and outline the strengths and weaknesses of each.

10. Name three basic forms of county government and outline the strengths and weaknesses of each.

11. List three different special districts, explain why they exist at the local level, and explain their function.

12. List and name three departments of Oregon's executive branch and describe their chief functions.

13. Name Oregon's six state-wide elected positions (excluding judgeships), the name of the office holders, the chief function of each, and whether or not his position is nonpartisan.

14. Diagram Oregon's judicial system in sequential order from the lowest to the highest court, give examples of possible court cases and indicate the court of their original jurisdiction.

15. List the steps in enacting a tax measure in the Oregon Legislature.

16. State the major functions provided by the state, county or local governmental agencies represented by the various student intern assignments in the classroom.

17. Differentiate between constitutional law, statutory law, administrative rule, and ordinance, and explain how each is derived and changed.

18. Identify a desirable government position and demonstrate proper procedure for applying for that position.

19. Explain where the major source of revenues are derived for various levels of government.

20. Identify and explain three of the most urgent problems his community is facing.

6

These performance objectives and the learning activities and resources necessary to achieve them are outlined in detail in Appendix A. It should be noted that GRASP began its 1974-75 school year in a new curriculum format entitled An Analytical Model for Student Participation in Government Agencies. The model, developed by Marion County schools in GRASP, was only in draft form as this manual was readied for press in the late summer of 1974.

Adopters of a student intern program should contact the GRASP office in Salem to learn more about the new curriculum model. Data on its implementation and use was expected to be collected in the progress of the 1974-75 school year.

To contact GRASP, write or phone:

GRASP
Marion County IED
681 Center Street, N.E.
Salem, Oregon 97301
(503) 588-5330.

ASSESSING POTENTIAL SUPPORT

Because a student intern program requires the support and cooperation of so many different people and organizations, it is imperative to find out whether such support would be forthcoming.

Basically, there are two methods for obtaining this information: personal contact, and circulation of survey forms. Depending upon the audience, either of these or a combination of both might be employed. Both a personal contact and a survey form should be prefaced by a brief explanation of how a student intern program would operate and what students could be expected to learn as a result of their off-campus placement experiences. Specific questions may vary somewhat with the person whose attitude is being assessed. For the most part, however, the questions will be the same.

There are two primary assessment groups: persons attached to the school, including students, professional personnel, and parents; and agency or community organization personnel. They should be asked the following kinds of questions:

1. Do you feel that students are now acquiring an adequate understanding of politics and government?

2. Do you support the concept of off-campus learning experiences as a valuable enrichment to classroom study?

3. Do you feel that an intern program of the kind just described would be a useful way for students to gain a more realistic understanding of politics and government?

4. If such a program were designed, would you support its implementation and actively participate in it?

DETERMINING ORGANIZATIONAL ACCOUNTABILITY

Given the number of schools, agencies, and people involved in a multi-district student intern program, some agency or office must assume final responsibility for coordination of management decisions and activities.

In Oregon, the county intermediate education district is the logical body to assume such overall responsibility; and the IED role in a program of this nature is more fully outlined beginning on page 14 of this guide. However, if such a program is adopted in a state without an intermediate district, or if a nearby IED does not wish to participate, then the program must have available to it some administrative entity with the capability to assume overall fiscal and programmatic responsibility. Sponsors of a student intern program may explore the possibility of a school or school district with a good administrative office to assume coordination of the kind of management activities assumed by an IED in Oregon. In any case, some organization or office must be accountable for overall program operation.

IDENTIFYING RESOURCES

Favorable attitudes and availability of an organization to assume program management responsibility are key elements for beginning an intern program. However, a number of additional resources must be available before a program can be put together. These include:

Salary resources. If a multi-district or multi-school program is planned, at least enough money should be available to employ a program coordinator and secretary, and possibly one or two staff members, depending upon the size and needs of the program. Such funds would come from each of the participating schools or school districts, or from the IED. As an alternative, all or part of the work time of a few existing staff members may simply be shifted to intern program responsibilities.

Qualified personnel. Teachers skilled and experienced

in teaching government and politics are necessary to assure that classroom activities are coordinated with intern placement experiences. Program managers must understand school curriculum in politics and government, school procedures and scheduling, and the general workings of political and government organizations. They must also possess sound management and communication skills.

Resources to train personnel. Inservice training for participating school and agency personnel and for program managers should be available. University teachers, high-ranking government officials, and special consultants should be available to participate in such training sessions; and funds should be available to retain their services if they cannot be obtained voluntarily.

Physical space. For the most part, existing classroom space is sufficient to handle intern classes and seminars. Organizations in which students are placed should be prepared to give each student an adequate work space. The coordinating agency for the program should supply the office space for the program coordinator and staff.

Furniture and equipment. Office furniture and equipment will be required for the coordinator and staff. Although the IED or equivalent coordinating agency will probably have furniture and office equipment available, these can also be loaned by participating schools or school districts.

Information resources. Information on the form and content of an intern program constitutes an important resource to adopters. This guide is intended to be foremost among them. In addition, adopters should visit GRASP officials at the Marion County IED in Salem, Oregon. A list of materials for teachers and staff members is presented in the bibliography in Appendix B.

A wealth of materials is available at placement site agencies and offices. These organizations typically have volumes of publications, pamphlets, charts, newsletters, and reports which are available for

students and staff members. Once the program is in operation, students should be encouraged to obtain such materials for a civic affairs resource library in each participating school.

DEFINING MANAGEMENT STRUCTURE

As the organization structure chart in Appendix C suggests, the program coordinator may be hired by the intermediate education district, or its equivalent, to assume direct responsibility for such management functions as planning, program coordination, student placement, fiscal management, and program evaluation. In this model, the coordinator seeks advice and direction from a program advisory council, which consists of student, school district, and agency participants in the program. However, the coordinator is accountable to the IED superintendent and board, who ultimately answer to both schools and agencies for the performance of the program. Each government or political organization participating in the program is represented by a liaison to the program who helps place, teach, and evaluate students at the placement site.

If a single school district or school adopts the intern offering, overall coordination responsibilities will be handled at the school district, school, or classroom level.

ORGANIZATIONAL ROLES AND RESPONSIBILITIES

Because a student intern program involves the coordination of so many people, facilities, and different operational styles, it is imperative that the sponsors identify the roles and responsibilities of all the major organizational participants:

1. The intermediate education district
2. Participating schools
3. Participating government agencies or organizations
4. The program advisory council

The primary responsibilities of each of these participants, and the interrelationships of their functions, are detailed in the following pages. Districts adopting this program will undoubtedly find it

necessary to modify parts of the organizational structure to conform to their particular needs. However, it is probable that most sponsoring districts will find the assignment of responsibilities in this model largely applicable.

The Intermediate Education District

Many of the specific responsibilities which a sponsoring IED assumes for a government intern program will lie with the program's coordinator. In addition, some general initiatives and support functions should be expected of an IED sponsor. If an IED coordinates a program, it should:

1. Obtain school district authorization of the IED as the sponsoring agency, and the IED superintendent as the authorized agent.

2. Call meetings of all participating schools.

3. Act as liaison between program schools and the funding agent (if outside funding is used).

4. Initiate the writing of job descriptions for the program coordinator and support personnel.

5. Facilitate communication among schools in order to keep them well-informed, and to minimize misunderstandings.

6. Through careful planning and diplomatic leadership, prevent domination of the program by any one school or combination of schools.

7. Plan workshops and obtain consultants to assist with program and staff development.

8. Act as a fiscal agent authorized to receive and disburse funds for the program. This must include paying mileage costs for all student transportation authorized by the coordinator, and arranging and paying for insurance for all participating students.

9. Employ program personnel.

10. Stimulate media coverage of the program and otherwise keep the public informed of program activities.

Participating Schools

The responsibilities of each participating school should be clearly delineated in a contract (see Appendix D) between the school administrator and the IED program coordinator. While the school administrator is directly responsible for seeing that the school fulfills all aspects of its contractual agreement, most of the school's operational responsibilities will be delegated to a school coordinator. This will be an individual, selected from among available school personnel, who has the time and interest necessary to coordinate intern activities within the school. Each participating school should:

1. Determine the amount of time in days and hours per week a student may devote to the internship, and assure release of students from regular classes as participation requires.

2. Provide preliminary classroom instruction for students before agency placement, and conduct a debriefing session at the close of the internship course each semester.

3. Provide credit for the intern experience. Each authorized hour in an agency should equal one credit hour of classroom instruction.

4. Select students for participation in the program.

5. Inform parents about the program and obtain their signed approval on the Parental Permission form (Appendix E) before students begin their off-campus participation. This form, when completed, should be forwarded to the IED program coordinator.

6. Give all intern candidates a pretest before their placement in the internship course and a

post test at the end of their government experience (if evaluation studies are to be carried out). Tests will be provided by the IED program staff and must be returned to the IED for evaluation.

7. Make every effort to assure students flexibility in their schedules. This will allow them to take full advantage of the placement site experience when additional time, or a change in time for their participation, is required.

8. Reserve each Friday of the week for interns to share information with each other, and with nonintern students. If interning students have a class separate from noninterning civics students (and this is recommended, if feasible), they should meet in a regularly scheduled seminar.

9. Assure the school coordinator of the cooperation and assistance of other classroom teachers and school personnel, as needed or requested.

10. Urge the school coordinator and other classroom teachers to visit students at agency learning sites upon occasion to monitor intern participation.

11. Require each school coordinator to attend at least one county-wide program workshop, and two school coordinator meetings.

12. Assist the program coordinator in publicizing the program.

Participating Agencies

Participating agencies (or organizations) should perform the following general functions:

1. Provide learning sites for students to help them develop a better understanding of the processes and functions of the agency and its relationship to other agencies.

2. Provide the IED or school coordinator with appropriate material about the agency which might

be used in the classroom to give students a perspective on the agency prior to beginning their off-campus participation.

3. Determine the types of activities in which students would be engaged while in the agency. They should be involved in activities which support course learning objectives.

4. Set the amount of time (days and hours per week) the agency can devote to student learning experiences. A minimum of four hours per week is required, but many students can spend more time.

5. Advise the IED program coordinator of the agency's general plans for the students' learning experiences.

6. Complete an evaluation form for each student at the end of his learning experience. The IED will provide the forms.

7. Attend intern program workshops and conferences with other agency personnel, students, and teachers whenever possible.

8. Designate a person within the agency to supervise the student and to serve as a liaison to the IED program office and to the student's school.

Program Advisory Council

The program advisory council should provide general input to the program staff, and should represent all areas of the program in its composition.

Ideally, the membership of the council will consist of at least three agency supervisors who have had experience supervising program interns, at least three school coordinators, three high school principals, and five interns. If a program exists within a single district or school, the membership should be accordingly smaller.

The advisory council should:

1. Serve in an advisory capacity to the program coordinator and staff.

2. Represent participating organizations, bringing to the attention of the program staff any problems or suggestions for changes in the program.

3. Act as a sounding board to the program staff when any major changes in the program appear forthcoming.

PERSONNEL ROLES AND RESPONSIBILITIES

In addition to the general roles and responsibilities assumed by participating organizations, a student intern program requires that individual participants be responsible for certain tasks. Although adopters will undoubtedly adjust personnel responsibilities to suit their particular needs, the following responsibilities are suggested in this program model.

The Program Coordinator

The program coordinator should:

1. Obtain student placement sites in government and social service agencies for high school seniors selected by the participating schools.

2. Coordinate the placement of students in agencies.

3. Establish the program advisory council and work closely with it.

4. Serve as liaison between schools and participating government agencies in both long-term policy and procedural matters and in daily operational matters. In the latter case, for example, an agency supervisor might call the

program coordinator to request that notice of a last-minute scheduling change be passed along to school personnel.

5. Establish communications and working agreements with agencies to provide educational experiences for student participants.

6. Maintain diplomatic relations with agency personnel and further encourage their participation in the program.

7. Be available to discuss areas of concern with school district or agency personnel, or with students.

8. Advise school coordinators of the agencies' plans for student interns.

9. Conduct at least two meetings of all program participants during the year.

10. Develop inservice programs for both school and agency personnel.

11. Authorize program expenditures.

12. Keep program records.

13. Supervise the program staff.

14. Urge school coordinators to make periodic visits to agencies to discuss student progress.

15. Assist classroom teachers in developing resource libraries, in obtaining outside speakers, and in conducting other related activities.

16. Supervise the establishment and use of evaluation instruments.

17. Furnish schools and agencies with overall evaluations of the program at the end of the school year.

The School Coordinator

Each participating school must designate a person to be responsible for the students' assignments, schedules, and problems. The school administrator should consider the following suggestions in selecting the school coordinator.

Ask for a volunteer. The volunteer may be a social studies teacher, a counselor, or the school secretary. (If the school secretary is selected as the coordinator she should work closely with classroom teachers and keep them informed on all issues. The advantage of a school secretary being the coordinator is her availability to students, agencies, the program coordinator, and classroom teachers.)

Make sure the person has the time to do the job effectively. The coordinator should be available for meetings with students, with government personnel, and with other teachers.

The coordinator must be interested in the program and must be willing to leave school on occasion to visit a student's learning site and talk with the agency supervisor. The coordinator also must be interested in learning more about government functions, and ways to use the classroom to enhance students' intern experiences.

The school coordinator should:

1. Be responsible for administration of school components of the program.

2. Work with the program coordinator in the implementation and operation of school components of the program.

3. Act as a liaison between students, their agencies of assignment, and the program coordinator.

4. Serve on the school's screening committee for the selection of students for the program (See Selecting Students, page 38).

5. Assist in establishing policy for school-level program operation.

6. Assist the program coordinator with agency transfers of interns.

7. Assist teachers of interns, help develop curriculum materials, hold inservice sessions, and participate in ongoing evaluations of the local program.

8. Approve all mileage vouchers submitted by student interns.

9. Be available to counsel student interns.

10. Help students share their agency experiences with fellow classmates.

11. Report monthly to the school administrator the names of the participating interns, and the hours and days each spends in authorized off-campus involvement. This is usually required for insurance purposes. Appendix Q contains a sample reporting form for this purpose.

12. Attend program meetings and workshops off campus.

MANAGEMENT OBJECTIVES

As mentioned earlier, the definition of specific process or management objectives will help everyone involved in the intern program to enable students to make the learning gains that constitute the terminal objectives of the program.

Management objectives and tasks to achieve them are outlined in the pages immediately following for both the program coordinator and for the school. The months beside them indicate a timeline for their accomplishment.

If a program exists within a single school district or school, the adopter should merge the two sets of objectives so they can be accomplished by a single administrative office.

PROGRAM COORDINATOR
PROCESS OBJECTIVES AND TASKS
FOR A 12-MONTH PERIOD

MONTHS	OBJECTIVES	TASKS
June and July	1. Secure agency participation and placement sites for students	1.1 Contact agencies to explain the program and to solicit their participation.
		1.2 Supply agencies with copies of the Cooperating Agency Agreement form (see Appendix F).
		1.3 Pay a follow-up call to agencies which did not sign on during the initial contact. Help them resolve any problems hindering their participation.
	2. Secure school participation.	2.1 Contact schools to explain the program and to solicit their participation.
		2.2 Supply schools with copies of the Cooperating School Agreement form (see Appendix D).
	3. Create instruments to measure student needs and baseline competencies in politics and government.	3.1 Based on the program performance objectives beginning on page 60 of this guide, design a pre-instructional test to measure student competencies in politics and government.
August	4. Help participating schools plan the administrative mechanics of a student intern program.	4.1 Meet with school administrators or representatives and help them plan the following:

MONTHS	OBJECTIVES	TASKS
August		4.1.1 Class and placement scheduling
		4.1.2 Number of placements
		4.1.3 Student grading
		4.1.4 Student credit
		4.1.5 Student release time
		4.1.6 Student transportation
		4.1.7 Insurance coverage.
September	5. Orient students and teachers in participating schools to the program.	5.1 Meet with groups of students and teachers in each school and explain the intent and function of the program.
October	6. Form a program advisory council.	6.1 Select and invite students, school coordinators, principals, and agency supervisors to serve on the program advisory council.
		6.2 Hold first advisory council meeting.
	7. Select and place students.	7.1 Supply school coordinators with a list of available placement sites.
		7.2 Assist school coordinators in selecting students for placement.
		7.3 Introduce each student to his placement site.

MONTHS	OBJECTIVES	TASKS
October	8. Publicize the program.	8.1 Generate program publicity through news releases, direct media coverage, guest speaking appearances, and newsletters.
October through May	9. Monitor school and agency program components.	9.1 Visit with each agency supervisor and school coordinator periodically. Collect or write progress reports.
		9.2 Visit each student at least once at his placement site.
November through May	10. Hold periodic advisory council meetings.	10.1 Convene the advisory council on a monthly or bimonthly basis.
December, February April	11. Adjust student placements and take in new students.	11.1 Review student placements. If students wish to change placements or irreparable problems are in evidence, change students to new sites.
		11.2 Take on new students as program vacancies occur.
January	12. Make mid-program management adjustments.	12.1 Review the first school quarter of the program and make necessary changes to improve the next two school quarters.

MONTHS	OBJECTIVES	TASKS
April, May and June	13. Evaluate the overall program.	13.1 Measure student learning gains.
		13.2 Compile monthly progress reports for schools and agencies. Note adjustments during the year which result in program improvements.
		13.3 Conduct a half-day inservice session for all participants to obtain feedback on program policies, procedures, and outcomes.
May and June	14. Plan next year's program.	14.1 Utilize evaluation data and discussions with continuing participants to shape the program for the coming year.

SCHOOL COMPONENT
PROCESS OBJECTIVES AND TASKS
FOR A 12-MONTH PERIOD

MONTHS	OBJECTIVES	TASKS
June and July	1. Study the intern program and agree to participate.	1.1 Meet with program sponsors to study program plan.
		1.2 Assess interest of school personnel in the program.
		1.3 Sign Cooperating School Agreement form (Appendix D).
	2. Set up the school component of the program.	2.1 Select a school coordinator.
		2.2 Outline the duties of the school coordinator and review with the school coordinator the process objectives and tasks as shown here.
	3. Arrange school financial support for the program.	3.1 Head school official obtains release of whatever funding the school has agreed to contribute to the program coordinating staff.
August	4. Plan the administrative mechanics of the school component.	4.1 School coordinator meets with the program coordinator and/or staff to plan:
		4.1.1 Class and placement scheduling
		4.1.2 Number of placements

MONTHS	OBJECTIVES	TASKS
		4.1.3 Student grading
		4.1.4 Student credit
		4.1.5 Student release time
		4.1.6 Student transportation
		4.1.7 Student insurance
	5. Plan the classroom structure and content of the intern course.	5.1 School coordinator meets with classroom teachers involved in the school component of the program to outline the schedule, form, and content of nine weeks of classroom curriculum to complement the nine-week intern placement of students.
September	6. Orient all personnel and potential student participants to the program.	6.1 During inservice time or in special meetings, the school coordinator briefs teachers and counselors on the program and obtains their support and cooperation. (The program coordinator and/or staff will assist in this effort.)
		6.2 Through posters, handouts, meetings, and cooperation of counselors, the school coordinator disseminates information on the programs to eligible student participants (seniors).
October through May	7. Select and place students	7.1 School coordinator obtains a list of placement sites from the program coordinator.

MONTHS	OBJECTIVES	TASKS
		7.2 School coordinator, with the assistance of the program coordinator, selects student participants.
		7.3 School coordinator orients student participants to their program responsibilities.
		7.4 School coordinator secures parent signatures on Parental Permission Form (Appendix E).
	8. Secure pretest information	8.1 School coordinator or classroom instructor administers cognitive pretest to students (Appendix G).
	9. Monitor program progress.	9.1 School coordinator writes or conveys periodic oral report on program progress to program coordinator.
January and May	10. Administer end-of-semester post tests to student interns.	10.1 School coordinator or classroom instructor administers cognitive and attitudinal post tests to students (Appendix G and Appendix H).
May and June	11. Participate in program planning for the following year.	11.1 School personnel to be involved in the following year meet with program coordinator and staff to suggest shape of that program from the school viewpoint.

BUDGETING FOR PROGRAM OPERATION

Once program goals and operations have been planned, adopters should draft a budget based on that planning. A student intern program budget will require the following areas of consideration:

Personnel. The program coordinator, program staff member(s), and secretary constitute the main personnel costs of an intern program. As noted earlier, participating school districts or the county IED should pay these costs. Adopters will have to arrive at their own salary determinations. However, it may be helpful to know that in GRASP in the 1972-73 fiscal period, the director's yearly salary was approximately $17,400; the professional staff assistant's salary was about $14,500, and the secretary's salary was about $6,300. Adopters should remember to consider fringe benefit expenses in their determination of personnel costs.

Although GRASP did not pay school coordinators for their participation in the project, adopters may wish to give this matter some consideration. Like forensics or athletic coaches, who are usually compensated for their extra services, school coordinators must contribute a significant amount of additional time to the intern program.

Transportation. By using their own cars, students relieve the intern program of the responsibility of supplying transportation. However, if students do supply their own transportation, they may be reimbursed at a minimum of 5 cents per mile. In order to minimize even this expenditure, the program should encourage students to form car pools when possible. To forecast student transportation costs, adopters should estimate the average weekly mileage for each student in the program, multiply that by the reimbursement, and project a yearly sum. In urban settings, where mass transit is satisfactory for student travel, the program may wish to issue students script for commercial transportation.

Staff travel and per diem. The program should not anticipate a great deal of staff travel, except to school and placement sites. If staff members or school coordinators travel to these sites in their own cars, they may be reimbursed at a rate similar to or higher than the rate used for students. The program budget should also allow for travel (and per diem) of program staff members and school coordinators attending training workshops or visiting other sites in search of program information. For example, during the initial year of operation, adopters should plan to visit GRASP at least once.

Contract services. Staff inservice training, second party evaluation, production of public relations brochures, purchasing, disbursing, and auditing are the kinds of services which fall under this budget category. If adopters intend to hire such services, they should obtain cost estimates from suppliers in order to determine approximate expenditures.

Space, equipment, and furniture. Since these can usually be supplied by participating schools and the IED, they probably will not enter into budget deliberations. However, if a particular piece of equipment or furniture is not available, then it should be listed in the budget.

Instructional materials and supplies. The costs of materials and supplies should not exceed the costs for any other regular school course. Expenditures for textbooks and other reading materials should be underwritten by each participating school or district. The program should develop and supply each student a copy of an intern program handbook. Such handbooks cost GRASP $2.50 per student. The program main office should budget at least $750 for supplies and copy machine costs.

Postage and telephone. Postage costs for the program main office should not exceed $50 per month. Telephone costs should be based on one telephone per

program employee at the available rate for the IED or its equivalent.

Utilities. Utilities should be offered with the space donated by the IED or its equivalent.

Insurance. All students in the program should be covered by state industrial accident insurance. This not only protects the student, but also protects the placement site organization as well. Although interns are paid no salary for their time, the State Accident Insurance Fund has set an assumed value of $2.50 for each hour of student work at a placement site. SAIF requires a premium of 41 cents for each $100 earned, so the cost of SAIF premiums can be projected through the number of authorized weekly hours a student will spend at a placement site during an intern course.

IV. FOUNDING THE PROGRAM

A student internship program can neither be developed nor maintained without a broad base of community and political support. To develop support, adopters should find out which people and groups in the community have demonstrated an interest in the kind of educational needs a student internship program is designed to meet. Adopters should seek them out, show them the program's basic plan, and ask for their advice and assistance. Adopters should obtain letters of support from school boards, school board members, teachers, school administrators, and various public service agencies such as the Council of Governments, County Extension Service, the city manager's office, the State Youth Council, and other city, county and state agencies.

To win broad support, adopters should plan an information campaign to acquaint parents and students with the internship program.

SECURING COMMITMENTS FOR SUPPORT AND PARTICIPATION

Immediately following, or concurrent with, the collection of endorsements, program sponsors should obtain letters indicating the willingness of potential participants to take part in the program. Such letters of intent from school administrators and officials at placement sites should be appended to the written program plan along with general letters of endorsement mentioned in the previous section.

The plan, with the endorsements and letters of intent, should then be submitted to the superintendent of each school district which wishes to participate. The sponsors and the superintendents can then decide whether to operate independent intern programs or to form a multiple district cooperative under the coordination of the county IED. If sponsors and superintendents decide to operate independent school programs, they probably will have to obtain funding from their own district budgets. If they decide to form a multiple district cooperative, they can secure funding for program operation in two ways. The first

option is for each participating school district to pay a share of the costs of operating the program. These costs will largely amount to salaries for the IED coordinating staff. The other option is to request the IED to fund the operating cost for the program from its own budget. This, incidentally, is what happened to the GRASP program at the termination of its three-year Title III funding. Marion County school districts gave the GRASP program such a high priority in an IED survey of service priorities, that the IED board elected to assume the operating cost of GRASP in order to continue the program.

No matter what procedure is used to fund the program, it is important that funding commitment be obtained. This will enable program sponsors to begin to recruit agencies to accept specific placements.

RECRUITING AGENCIES

At the very beginning of the program, recruitment of agencies will occur along with efforts to obtain letters of intent from agencies. However, agency recruitment will continue throughout the life of the program. Therefore, some advice on procedures for recruiting agencies and other placement sites is in order. The reader should note that the general procedures for recruiting ongoing agency participation applies equally well to the effort to obtain general letters of intent from agencies. These are the recommended steps:

1. Start at the top. By letter, inform the head of the department or division about the new program in your district, and let him know that you will be contacting him in a week or so to arrange a meeting to discuss the possibility of his agency participating in the program by accepting an intern placement.

2. Telephone the person you first contacted and ask for a meeting. (He will either give you an appointment time, or refer you to someone else in the organization.) On rare occasions you will be told that the agency just isn't interested. This is the best time to find out.

3. Call on the person with whom you have an appointment. Be prepared. Take as much written information regarding your plans for the program as you have available. Adopt a positive attitude; this is a selling job. Be sure to explain that the school is able to give assistance, that the students are screened carefully, that there is no pay involved, and that the school accepts responsibility for student insurance.

4. Leave a Cooperating Agency Agreement (See Appendix F). Ask that the contract be returned to you within a specified time. And ask that the agency submit a brief plan for student involvement.

5. Review the contract. As soon as the contract is returned to you, pay particular attention to the person assigned as the student's supervisor. If that person is different from the one you met, you should arrange another meeting with the assigned supervisor. It is important to "get a reading" on the person with whom the student will be spending his time. The supervisor must have the enthusiasm and competence to make the student's intern experience worthwhile.

6. Confirm or reject the contract. In rare cases you may wish to reject a contract based on the attitude of the agency supervisor. However, if agency attitudes appear positive and if the agency's plans to involve the student appear satisfactory, immediately sign the contract and return the agency a copy of the agreement accompanied by a cover letter confirming the arrangement.

7. Go over the agency plan with the student's supervisor. The written plan may be rather sketchy, due to the agency's lack of familiarity in working with students. Give officials at the placement site as much assistance as you can.

A list of agencies and other placement sites from the GRASP project is presented in Appendix I to acquaint adopters with the kinds of public affairs experiences they may provide their students.

V.
IMPLEMENTING
THE PROGRAM

STAFFING THE PROGRAM

Once the program has been planned and funded, it should be staffed. The coordinator should be selected first. If either a school or an IED has detached a staff member to plan the program, that person should be given strong consideration as a candidate to become the program coordinator. In any case, the person chosen for this key position should have qualifications which will enable performance of the responsibilities outlined in the section beginning on page 18. The coordinator should be hired by the IED superintendent or an equivalent coordinating agency official. However, a panel of school and agency officials may be involved in the screening and interviewing process.

Immediately upon assuming responsibility for the program, the coordinator should hire a secretary to assist with office duties and program record keeping. If the program involves a large number of schools, the coordinator should consider hiring one or two staff assistants. The coordinator of the GRASP project, which involved 18 schools, was assisted by one staff member and a secretary.

INITIATING PUBLIC RELATIONS

Because of its importance in recruiting participants from schools and agencies and in maintaining community and parental support, a formal public relations effort should be initiated as soon as possible.

The establishment and funding of the program should be announced first. This announcement should be made in the form of a news release which thoroughly explains the nature of the program and what it intends to accomplish. The news release should be written in a style which approximates a straight, factual news story. It should be sent to all nearby school and community media with a cover letter inviting reporters to call or visit if they have any questions. Any reporter who shows a favorable interest in the program should be encouraged to do a follow-up feature story at a later time.

Initiate other public relations efforts such as guest appearances (by staff members or students) before civic groups and a program newsletter to parents and community members who have ties to the program.

ORIENTING STAFF MEMBERS

The program coordinator's staff, as well as school coordinators (who are in an extended staff role), should be thoroughly oriented to the operational requirements of the program as soon as it begins. An orientation workshop is probably the best format for this task.

The orientation workshop should open with a general overview of the student needs and learning objectives this kind of program addresses. However, it should quickly move on to focus on personnel roles, program policies, and operational procedures. None of these is likely to be defined in detail at this stage, but some basic guidelines can be formulated and set into written drafts that will be refined as program participants gain experience with their own unique management tasks and problems.

This adopter's manual, or information extracted from it, should serve as a useful aid to the orientation workshop. In addition, the GRASP director at the Marion County IED may be contacted for assistance.

SELECTING STUDENTS

Selection of prospective interns should be the responsibility of the participating schools. A standard student application form should be distributed to all participating schools and should be readily available to all eligible students. These forms should include such information as the student's name and school and the student's general and specific interests. (See Appendix J for a sample application form.) The student should be given complete informa-

tion on what to expect from this course. He should state on the application form what he expects in return. These forms should be completed and submitted to the school coordinator.

To carry out the selection process, the school should follow these procedures:

1. A selection committee should review student applications. (Ideally, the selection committee should be an ad hoc committee with the school coordinator as chairman. Additionally, it should consist of a school counselor, an administrator, one classroom teacher, and three students. At the least, the committee should consist of the school coordinator and three other individuals.)

2. Each applicant's attendance record should be checked carefully.

3. The counselor should provide a statement on each student.

4. The committee should be receptive to letters of recommendation from classroom teachers and to written comments from school advisors or administrators. All students should be aware that letters of recommendation may be submitted to the committee.

5. The selection committee then should select students for the program.

6. Students should be notified of their selection.

7. Parents should be notified of the selection, and should sign a Parental Permission Form (Appendix E).

8. Student applicants not selected should be placed on a waiting list maintained by the school coordinator. As agency sites become available, school coordinators should make placements from among students on this waiting list.

PREPARING STUDENTS

Pretesting

Before student interns enter the classroom orientation component of the program, a pretest should be administered (if evaluations are to be carried out) to measure students' knowledge of governmental processes. Results of the pretest, when measured against post test data, should indicate the extent to which the program has accomplished its student learning objectives.

Classroom Orientation

Classroom orientation should provide the student with an overview of the various kinds of agencies and community resources available. Students (and teachers) must acquire sufficient background information to understand, observe, and participate in governmental and community activities.

It is recommended that schools in the program provide uniform guidance for classroom teachers by constructing a basic curriculum plan for a student internship class. (Where no separate internship class exists, school coordinators should meet with student participants at least once a week to provide instructional guidance). The pilot project's experience indicates that this curriculum should focus on cognitive or knowledge objectives. (See Appendix A for a sample curriculum plan for a one-semester student internship course). Undoubtedly, different teachers will employ different teaching styles and will emphasize different subject matter. But a district-wide curriculum plan should provide an internship program with a basic consistency across different school districts and should insure that minimum instructional standards for the program are met. Also, a standardized curriculum plan will render the evaluations component of the program more meaningful.

The instructional format should include large and small group sessions, and individual research studies. In

addition, the use of such aids as videotapes and guest lecturers should be employed. The length of time for classroom orientation should run between two and five weeks, depending upon student interest, class scheduling problems, and the amount of material to be covered.

For instructional purposes, the GRASP project relied heavily upon two locally produced publications. The Directory of Community Services was a primary source of information about available community organizations and services. Government in Oregon, a resource handbook on state and local government produced by the Oregon State Department of Education, afforded students the opportunity to explore several major concepts basic to government.

Individual Orientation

After students have received a general orientation to state and local government, each student should select several agencies of special interest for more detailed study. The classroom teacher should assist in this component by asking each student to do some research (information-gathering and interviewing) at these agencies and by assigning each student appropriate outside readings. (The bibliography found in Appendix B of this manual may offer some helpful suggestions). Emphasize to students that they will have to learn new methods of inquiry in the agency setting, methods unlike those that would be necessary in the classroom. Encourage them to communicate on a one-to-one basis with agency personnel, to volunteer to do more than is asked of them, and to express their opinions openly and freely. Let them know they will be expected to share their intern experiences with other students during seminar discussions.

PLACING STUDENTS

As nearly as possible, students should be placed in the area of their greatest expressed interest. But this is not always possible. For example, 30 students

might want to learn about law enforcement, and only five law enforcement sites might be available. The GRASP project adopted a policy of placing students on a first-come, first-served basis. This encouraged school coordinators to more quickly file student applications with the program coordinator. The student should be assigned to an agency where he is most likely to excel. A student's wish not to be involved in certain kinds of agencies should be respected. (There is a place on the student application form for expression of these negative feelings.) However, if a student does indicate a desire to avoid a particular kind of placement, the reasons for such feelings should at least be explored. The student may have a misconception about the placement or simply may not know enough about the work that goes on at the placement site. Program personnel should supply the student with thorough information about potential placement sites so this kind of problem will be minimized.

Student Familiarization with Agency Plans

Each participating agency should draft plans for student involvement, and each student should be formally introduced to these plans. Some agencies will require a pre-placement interview, while others will accept students screened by the school and treat the first day's internship as an interview and orientation to the agency. In either case, the student should be briefed about the role he is to assume as an intern, the days and hours designated by the agency for his participation, and any other information or orientation deemed necessary by agency supervisors. Student activities will vary according to agency placement. But each agency should provide an intern with an overview of agency goals, organization, and functions. And the agency should let the student know how his work assignments fit into the agency's goals and operations.

The length of time students actively participate in an agency may vary. The time will depend upon the student's school schedule, the arrangement with the agency, and the degree of student involvement at the learning site. Each intern, however, must spend a

minimum of four hours a week for nine weeks at placement site in order to qualify for program credit.

Reassignment

The student and the agency must be compatible. If either the student or the agency considers the placement of an intern inappropriate, each should have the option of changing the placement. Both the local school coordinator and the program staff should assist in the process. If reassignment seems advisable, the student may need additional classroom or individual instruction to facilitate a compatible student-agency placement.

Sharing Sessions

The information and experience acquired by students individually at their placement sites is of little value to the total class learning process unless such information and experience is shared. Student interns should demonstrate their knowledge, understanding and involvement in placement site activities at weekly sharing sessions with other interning or non-interning students. During classroom interactions, each intern should contribute concrete examples about the operation of his agency. Classroom teachers may monitor a student's progress by observing his contributions to classroom discussion at these sessions.

The time allotted for sharing sessions will depend upon the length of time students spend in their placements. Some schools will allot one class period per week; others will allot half a day. It is recommended that each Friday be set aside as the time for conducting these sessions. During this allotted time, student interns may also be used as resource people by other classroom teachers in their schools.

Student Responsibilities

Student interns will require, and probably welcome, some guidelines to orient them to their new situation. It is recommended they be given the following

guidelines in writing and asked to subscribe to the pledge in Appendix K.

1. After being assigned to an agency, the student will participate in the program without monetary compensation.

2. All government offices have standard operating procedures. Interns should follow existing procedures in their placement sites.

3. The student should review all available information about the placement site.

4. The student should always be on time and take assignments seriously.

5. The student should dress appropriately for his assignments.

6. The student should be friendly, courteous and respectful.

7. The student should respect the confidentiality of information to which he has privileged access.

8. The student should seek clarification when uncertain about what is expected of him.

9. The student should let his supervisor at the agency know that he appreciates the time spent with him.

10. The student should communicate any concerns about the program to his school coordinator, or to the program coordinator.

11. The student should show initiative in his work at the placement site.

12. The student should call the agency if he is unable to attend his regular assignment or if he expects to be late.

13. Transportation to and from the agency is the student's responsibility. (The school may reimburse him for mileage costs.)

14. Each student driving a car registered in his own name must have the minimum amount of insurance coverage required by state law.

15. Each student should gather information about his placement site for the resource library in the classroom.

16. Each student is urged to invite placement site officials to his school to share information.

INSTRUCTIONAL GUIDELINES

Scheduling

Scheduling is one of the most critical elements in a course of study offering off-campus learning experiences. While an overall schedule framework will be suggested here for both semester and day-to-day operation, the adopter is advised to permit each student the flexibility his classroom and placement situations require.

GRASP based its yearly student scheduling on two 18-week semesters. Each semester was divided into five weeks of classroom instruction and preparation for the intern placement, nine weeks of off-campus placement, and four weeks of follow-up classroom work.

In this model, the first five weeks of the semester consists of selecting and placing students, giving them a general orientation to government structure and decision-making processes, acquainting them with the general nature of their placement, and sharpening their inquiry skills. The next nine weeks, students report to the placement site an average of two hours per day Monday through Thursday and to a general sharing seminar back at the school Friday.

The remaining four weeks of the semester, students return to the classroom to relate their off-campus experiences to follow-up class work. As an optional activity, a student may remain at the placement site

the last four weeks. Some GRASP students even remained in their placement assignments the second semester. If a student does continue at a placement site the second semester, he should not be required to go through a second orientation period.

Semester scheduling for student participation in the program should be flexible enough to insure an intern maximum learning time in his particular placement site. One student may benefit most from a full working day once a week in the agency. Another may benefit most from half a day twice a week. Often the placement site supervisor will be the one who can best decide the optimum times for intern participation. Many schools in the pilot project scheduled the internship placement for a two-hour block in the school day, leaving students eight free hours each week to report for their agency assignments.

The scheduling success of an internship program depends not only on the cooperation of the school coordinator and school administrator but also on the cooperation of other classroom teachers. For example, if something requires the students presence at the placement site at the same time he has an English examination, he must depend on the English teacher allowing him to make up the exam later. Teachers not directly involved in the internship program should be made aware of its existence and of its substance. A school-wide staff meeting should be held at the beginning of a school term to explain the program to teachers and to actively solicit their support.

Grading

A poll of Marion County GRASP interns, administered prior to their agency placements, revealed that a majority of students preferred a letter grading system to a pass/fail system. Therefore, most schools in the pilot project used a letter grade system for evaluation of student performance. In the system adopted, the agency supervisor's evaluation of the student represented between one third and one half of the final grade value, depending on the amount of time a student spent in the agency. The final grade was determined by the classroom teacher, based upon

the student's participation in class, his ability to communicate his experience to others, and upon various testing devices aimed at measuring knowledge gains and attitude changes (See Section VI on evaluation).

Credits

The amount of credit awarded for participation in the GRASP program varied in the Marion County schools, though as a general rule one hour of internship in an agency setting equaled in credit value one hour of classroom instruction. Individual schools should receive wide latitude in granting student credit because each school will experience its own unique scheduling, staff and administration problems. Some schools may choose to accredit the internship experience as a distinct course. Other schools may choose to give student participants credit for the program as a substitute for existing senior classes, such as modern problems, political science, English, or any other appropriate class or combination of classes. In some cases, a school may assign to the intern experience credit for varying amounts of elective or regular course requirements.

SPECIAL CONSIDERATIONS FOR THE SCHOOL PRINCIPAL

Because the principal is ultimately responsible for the intern program at the school level, and because the school coordinator needs the support of the principal to do an effective job, there are some special matters which should be considered by the principal. Some of these are alluded to or covered elsewhere but they still bear repetition:

1. Once the principal has selected the school coordinator, he should give the coordinator the work time (i.e., release time from part of a full, regular schedule) to adequately carry out intern program responsibilities.

2. The principal should support the school coordinator's efforts to orient other teachers to the intern program; he should especially emphasize to teachers the necessity for their cooperation.

3. The principal should encourage teachers to use interns as guests in classes where their special placement experiences will allow them to make a contribution.

4. The principal should view (and should encourage other school personnel to view) the intern offering as more than just a social studies enrichment. Although the intern program is primarily designed to support social studies courses, placements would also enrich student learning in such classes as communications and environmental studies.

5. The principal and the school coordinator should see that the program avoids selecting students who have poor school attendance records. A student who is indifferent in an agency placement can seriously damage agency support for the program.

6. The principal and the school coordinator should encourage the selection committee to avoid selecting too many students with other extracurricular commitments. The internship experience demands a lot of time which is likely to be in short supply for students already engaged in sports, drama, or band.

7. The principal should see that the school does not commit too many students to the intern program. A smaller number is easier to monitor and control.

8. The principal and coordinator should see that the school component of the program is flexible. If something is not working, they should consult with the program coordinator and advisory council and consider a different approach.

9. The principal should not underestimate the ability of students to do competent work in their placements. They should know that while expecta-

tions of them are high, the school administration and staff have confidence they will meet those expectations.

10. The principal and coordinator should see that teachers keep their intern classes or seminars to between 12 and 18 students.

11. Teachers should be instructed to keep a separate file on each student intern. This file should be a repository for the student's resume, for reports on his progress, and for samples of his placement site work. The contents of the file should be given to the student at the completion of the semester.

VI.
EVALUATING
THE PROGRAM

EVALUATION AIMS

Evaluation here should serve the same kinds of aims it does in most programs: It should measure the validity of the assumptions for the program, it should determine the degree to which program goals and objectives are achieved, and it should measure the effectiveness of operational tasks designed to achieve those objectives. Evaluation in these three areas will help planners and decision makers determine whether the program is justified, whether it is accomplishing its stated goals and objectives, and whether its methods for accomplishing objectives are appropriate and efficient.

The program should employ both summative and formative evaluation procedures. Summative evaluation will focus on the terminal objectives of the program, primarily student gains. Primary responsibility for summative evaluation should be assigned to an impartial outside evaluator, if possible. However, it can be handled by program personnel. Formative evaluation serves a guidance function for developing the program by focusing on process---the tasks designed to achieve the specific objectives and overall goals. Revisions to the program, changes in emphasis, and periodic assessment of accomplishments are all part of formative evaluation.

SUMMATIVE EVALUATION

In order to measure the summative impact of the internship experience on students, adopters may use at least six general indexes:

1. Cognitive student gains
2. Student attitudes about the internship experience
3. Vocational awareness among interns
4. The evaluation of placement site officials
5. The evaluation of school officials
6. The evaluation of parents of interns.

Cognitive Student Gains

Perhaps the best way to assess cognitive student gains is to administer students pre-instructional and post instructional tests based on the learning objectives of the intern course. GRASP developed and used the two-part test shown in Appendix G, which was designed to measure both cognitive gains and vocational awareness. However, neither students nor staff members were wholly satisfied with the validity of the test as a measure of student knowledge gains. Part of the problem resulted from the limited degree of exposure of many students in their placement sites. While the project desired each student to gain broad knowledge of the agency or office to which he was assigned, and to relate that knowledge to general concepts of politics and government, internship assignments usually proved feasible only where students were assigned to a particular section or function in a placement site. Another part of the problem stemmed from the great diversity of student experiences in the internship program and from the inevitable differences in quantity and quality of learning experiences at each placement site.

At the writing of this adopter's guide, the GRASP staff was still searching for a better measure of student cognitive gains. For example, the project was beginning to experiment with essay questions. In addition, students were being required to keep weekly journals of their intern experience as another means of measuring their progress. While the test instrument in Appendix G is not considered flawless, it is nevertheless viewed as useful. It is included in order to provide adopters an evaluation instrument they may use as a point of departure.

Student Attitudes

A 15-item attitudinal questionnaire (Appendix H) was given to 150 GRASP interns late in the spring term during the project's second year of operation. Completion of the questionnaire was on a voluntary basis. However, only 56 percent of GRASP students returned the questionnaires. Therefore, adopter's should consider requiring all students to return the completed forms.

52

Results of the Student Attitude Questionnaire were encouraging. For example, 69 percent of the respondents said that their attitude toward government had become more positive as a result of their intern experience. Ninety-two percent felt they had a better understanding of government; 83 percent felt they would be able to make better decisions as a voter. Ninety-nine percent said they would recommend the intern course to other seniors.

Career Awareness

Since awareness of career opportunities in the public sector is one of the goals this program model identifies for student participants, adopters should note questions which address the accomplishment of this goal in both the cognitive post test (Appendix G) and in the Student Attitude Questionnaire (Appendix H).

Part II of the post test asks "How many careers did you explore or become aware of during your GRASP experience?" and then asks the student to list those careers. In the Student Attitude Questionnaire, the student is asked: "Has this experience influenced your future plans in any way?" "Has any opportunity for employment or further education resulted from your GRASP experience?" and "What kinds of careers did you observe while you were at the agency?" In response to the last question, 84 percent of the GRASP interns named two or more careers, indicating that they were aware of careers as well as functions in public service.

Placement Site Evaluation

The supervisor at the agency or office where the student intern is placed should be expected to help evaluate both the individual student and the intern program from the agency viewpoint. GRASP assisted agency personnel with these tasks by supplying them forms to guide their evaluations. The program evaluation form, titled the Agency Supervisor Questionnaire, is contained in Appendix L. The student

intern evaluation form follows in Appendix M. Adopters should pay particular attention to agency program evaluations as an indicator of necessary adjustments in program-agency relations and processes.

School Evaluation

Like the program evaluation by agency supervisors, the evaluation of school personnel is an important tool for making adjustments in program operations. The GRASP project developed two evaluation guides, a School Coordinator Questionnaire presented in Appendix N, and a School Administrator Evaluation Guide presented in Appendix O.

Parent Evaluation

Adopters can gain additional insight about the internship program through the evaluation of parents of interns. Therefore, a copy of the Parents' Questionnaire used by GRASP is presented in Appendix P.

FORMATIVE EVALUATION

Evaluation of program progress through the accomplishment of management or process objectives (see pages 21 through 28) should be a primary concern of the program coordinator. The coordinator and staff should meet often to review program progress in terms of such objectives. In these meetings, personnel should be concerned that objectives are accomplished on schedule, that they are accomplished at an acceptable performance level, and that the tasks designed to accomplish them are effective. These formal staff review sessions should occur at least monthly. Of course, informal evaluation and adjustments will occur daily and weekly through monitoring of both school and placement site activities.

The formative evaluation process will be greatly enhanced through the use of a reporting system designed to record progress and problems in accomplishing tasks. The program coordinator may request monthly or quarterly reports (in brief written or oral form)

from school coordinators and agency supervisors. As an alternative means of gathering such information, the program may hold joint or separate quarterly meetings of school coordinators and agency supervisors. Such meetings would serve as a good form for identifying operational problems and seeking means to solve them.

From their vantage point, students can contribute useful evaluative information through maintenance of daily journals (although the journals should not be kept solely for evaluative purposes). When a student completes the intern course, a copy of his journal should become part of his school's intern program resource library, and another copy should be reviewed and placed on file by the program staff. Of course, students should have access to program staff members. Interns often perceive problems that have bearing on program operations and outcomes.

APPENDIX

Appendix A

CLASSROOM OBJECTIVES AND PERFORMANCE INDICATORS

The following are suggested classroom learning objectives and performance indicators with suggested learning activities and sources of information.

Frequently used sources will be referred to by initials:

GIO -- Government in Oregon
APB -- American Political Behavior
ILG -- An Introduction to Local Government in Oregon
OBB -- Oregon Blue Book

Check the bibliography (Appendix B) for more complete information.

ACTIVITIES	SOURCES

1. Student-interns shall develop some understanding of the concept of "change" in our state and local governmental arenas.

   STUDENTS SHALL DESCRIBE AND JUSTIFY FIVE WAYS A CITIZEN MAY AFFECT CHANGE IN OREGON'S STATE AND LOCAL GOVERNMENTAL ARENAS.

   Open Discussion — GIO Section III, pp. 223-289

   Discuss possible ways to affect change through: — APB Unit 3, pp. 164-214

   1. Elections
   2. Political party processes
   3. Individual action
   4. Group action
   5. Legislation
   6. Initiative
   7. Referendum
   8. Budgeting
   9. Boards, commissions
   10. Ombudsman
   11. Court processes.

2. Given the assumption that democratic societies operate on certain values and principles, students will become familiar with those values and principles.

   UPON COMPLETION OF A COURSE OF INQUIRY AND STUDY, STUDENTS WILL IDENTIFY FIVE FUNDAMENTAL VALUES OF A DEMOCRATIC SOCIETY AND EXPLAIN HOW THESE VALUES ARE MANIFESTED OR NOT MANIFESTED IN THE AGENCIES TO WHICH THEY ARE ASSIGNED.

   Open Discussion

   The teacher may want to introduce this subject by defining the

ACTIVITIES	SOURCES
difference between a value judgement and a fact. Possible <u>values</u> for discussion: 1. Belief in citizen participation in government 2. Belief in minority rights 3. Belief that decisions are based on concept of majority rule 4. Belief in individual rights as stated in Bill of Rights 5. Belief in free enterprise system 6. Belief in egalitarian society (belief in human equality) 7. Belief in a representative democracy 8. Belief in the role of special interest groups 9. Belief in pluralism. Discuss: a) amalgamation b) assimilation c) accommodation d) extermination.	
Discuss five basic features of American government: 1. Constitutional government 2. Democratic and republican forms of government 3. Federal system 4. Separation of three branches of government 5. Checks and balances between three branches of government	APB pp. 247-251
3. Students will become familiar with the reasons for the existence of government and its manifestation at three levels. AFTER DESCRIBING A FUNDAMENTAL REASON FOR THE EXISTENCE OF GOVERNMENT, STUDENTS WILL EXPAND ON AND LIST SEVERAL REASONS WHY GOVERNMENT EXISTS AT ITS THREE MOST SALIENT LEVELS.	
<u>Open discussion</u> Why primitive man created government (Introduce social contract theory)	GIO Part IV <u>Animal Farm</u> Rousseau, Jean Jacques, "Social Contract Theory"

ACTIVITIES	SOURCES
Can Man have absolute freedom?	
The term "anarchy"	
Three levels of government (federal, state, and local)	GIO pp. 300-304 APB, Chap. 12 (p. 244), chart on p. 247 (this would be a good transparency)
Compare U.S. Bill of Rights with Oregon Bill of Rights	GIO pp. 295-297
Utilitarian type government	APB p. 248

4. Students will have a heightened awareness and understanding of the consequences, in Oregon, of one of the following problems: urbanization, industrialization, or migration.

   UPON COMPLETION OF THE PROGRAM STUDENTS WILL OFFER DISCUSSION AND DEFINITIVE STATEMENTS ABOUT HOW THEIR ASSIGNED AGENCIES REACT TO ONE OF THE FOLLOWING PROBLEMS: URBANIZATION, INDUSTRIALIZATION OR MIGRATION.

Independent study	GIO Part I
Discussions	"Project Foresight" (slide presentation)
	"Urban Growth Boundary" (slides) COG
	Willamette Air Shed (sound filmstrip) Mid-Willamette Air Pollution Authority

5. Students will become familiar with several philosophies about how government should be financed.

   UPON COMPLETION OF THE SEMESTER, STUDENTS WILL SELECT A LEVEL OF GOVERNMENT, AND CONSTRUCT A PHILOSOPHICAL ARGUMENT ABOUT HOW THAT LEVEL OF GOVERNMENT SHOULD BE FINANCED. THE ARGUMENT WILL INCLUDE 1) ONE BROAD DESCRIPTION OF THE FINANCE FRAMEWORK, 2) TWO MAJOR PREMISES SPECIFYING WHY THERE IS A NEED FOR SUCH A PLAN, AND 3) A DISCUSSION OF TWO FAVORABLE OUTCOMES OF THE SUGGESTED PLAN.

   OR

   UPON COMPLETION OF THE SEMESTER, STUDENTS WILL: 1) OFFER A SUCCINCT STATEMENT ABOUT HOW GOVERNMENT SHOULD BE OR IS IN FACT FINANCED IN OREGON, 2) THREE WAYS THEIR ASSIGNED AGENCIES PRESUMABLY MIGHT BENEFIT FROM THE

ACTIVITIES	SOURCES
SUGGESTED PLAN OR THE EXTENT TO WHICH THEIR ASSIGNED AGENCIES ARE OR ARE NOT BENEFITTING UNDER THE CURRENT STATE FINANCE PLAN.	
Give students a variety of pamphlets to review. Gather in small groups to write a basic philosophy about how Oregon seems to be financed. Discuss more specifically "How Oregon should be financed."	Oregon Tax Primer A Summary of Oregon Taxes Citizen's Handbook (86 Questions and Answers about Oregon's Local and State Taxes and Services) Selected Data on the Finances of State and Local Governments in Oregon ILG pp. 17-31
6. Students will become familiar with the effect and/or impact of agency administrators and other individuals on the prevailing policies of their respective agencies. STUDENTS SHALL CONSTRUCT A MODEL OF THE DECISION-MAKING PROCESS MOST EVIDENT IN THEIR AGENCIES, DESCRIBING: 1) THE PREVAILING ROLES AGENCY ADMINISTRATORS AND OTHER INDIVIDUALS PLAY IN DEFINING EMERGING PROBLEMS AND ISSUES, 2) THE MOST SALIENT CHANNELS OF COMMUNICATING (I.E., DEFINING) AGENCY POLICIES AND ACTIVITIES, AND 3) MECHANISMS (TO INCLUDE KEY INDIVIDUALS) MOST LIKELY TO BE INVOLVED IN ASSESSING THE NEED FOR CHANGE IN AGENCY POLICIES AND ACTIVITIES.	
Give students a problem and have them work it through.	Municipal Politics (AEP unit books by Xerox), exercise 2, analyzing coalition Chart on the decision-making process
7. Students will become familiar with the following concepts: policy-making, policy-administration, and policy-adjudication. STUDENTS WILL DESCRIBE THE FOLLOWING THREE FUNCTIONS OF STATE AND LOCAL GOVERNMENT, AND CITE EXAMPLES OF HOW SPECIFIC AGENCIES CARRY OUT THESE FUNCTIONS: 1) POLICY FORMATION, 2) POLICY ADMINISTRATION, AND 3) POLICY ADJUDICATION.	
Select an agency to illustrate that these are functions of the agency and determine who exercises these functions.	CIO p. 291 Use an organizational chart of an agency.

ACTIVITIES	SOURCES
	APB p. 13 (discusses what a policy-decision is) p. 14 (policy-administration) p. 15 (policy-adjudication) ILG pp. 13-14

8. Students will become familiar with the three branches of government as they are distinguished by function.

   STUDENTS WILL NAME THE THREE BRANCHES OF GOVERNMENT, DESCRIBE THREE DISTINGUISHING FUNCTIONS OR ROLES OF EACH, AND IDENTIFY POLITICAL OR GOVERNMENTAL ENTITIES (AGENCIES) AT THE LOCAL OR MUNICIPAL LEVEL HAVING THE SAME FUNCTIONS.

Independent study	GIO pp. 304-337 Legislative pp. 306-315b Judicial pp. 316-325 Executive pp. 326-337
Discussions	APB pp. 249-251 (separation of powers) Chap. 13 -- Executive Chap. 14 -- Legislative Chap. 15 -- Judicial OBB pp. 2-3 The Courts of Oregon "The Three Branches of State Government"

9. Students will have an increased awareness and understanding of the three most salient forms of city government in Oregon.

   AFTER NAMING AND DESCRIBING THE THREE BASIC FORMS OF CITY GOVERNMENT IN OREGON, STUDENTS WILL DISCUSS TWO STRENGTHS AND TWO WEAKNESSES INHERENT IN EACH FORM.

Guest speaker representing city government (councilman possibly)	GIO pp. 352-355 Our American Government and Political System (pp. 546-547) ILG pp. 11-12

ACTIVITIES	SOURCES
10. Students will have an increased awareness and understanding of the three most salient forms of county government in Oregon. STUDENTS WILL NAME AT LEAST THREE DISTINGUISHING CHARACTERISTICS OF THE THREE MOST EVIDENT FORMS OF COUNTY GOVERNMENT IN OREGON. IN ADDITION, STUDENTS DISCUSS AT LEAST TWO STRENGTHS AND WEAKNESSES OF EACH FORM.	
Guest speaker from county government.	GIO pp. 355-359 Our American Government and Political System Chap. 29 (pp. 528-531) ILG pp. 12-13
11. Students will become knowledgeable about the varying forms of special districts and their function(s) as they exist at local levels. UPON COMPLETION OF THE PROGRAM, STUDENTS WILL NAME THREE SPECIAL DISTRICTS, LIST AT LEAST ONE FUNCTION FOR EACH, AND CONSTRUCT AN ARGUMENT FOR OR AGAINST THE EXISTENCE OF SPECIAL DISTRICTS.	
Refer to the school district as an example. Guest speaker from Council of Governments.	GIO pp. 347-348 (services to unincorporated areas) pp. 360-389, p. 291 ILG pp. 16-17 (argument for and against special districts)
12. Upon completion of the semester, students will have an increased awareness and understanding of the several departments of Oregon's executive branch. STUDENTS WILL NAME AT LEAST THREE DEPARTMENTS OF OREGON'S EXECUTIVE BRANCH AND DESCRIBE THEIR CHIEF FUNCTIONS.	
Have students select three departments under the executive branch and state the functions of each.	GIO pp. 326-337, see chart p. 332 OBB
13. Students will be able to show an increased awareness of Oregon's six state-wide elected positions and their respective officeholders. UPON COMPLETION OF A COURSE OF STUDY, STUDENTS WILL IDENTIFY OREGON'S SIX STATE-WIDE ELECTED POSITIONS, NAME THEIR RESPECTIVE INCUMBENTS, THE CHIEF FUNCTION OF EACH, AND WHETHER OR NOT THE POSITION IS PARTISAN OR NON-PARTISAN.	

ACTIVITIES	SOURCES
Quiz	OBB pp. 7-12
Collect newspaper articles about the officeholders and their jobs.	

14. After a course of study, student's knowledge and understanding of Oregon's judicial system will be enhanced.

STUDENTS WILL DIAGRAM OREGON'S JUDICIAL SYSTEM, IN SEQUENTIAL ORDER, FROM THE LOWEST TO THE HIGHEST COURT, GIVE EXAMPLES OF POSSIBLE CASES, AND INDICATE THE COURT HAVING ORIGINAL JURISDICTION OVER EACH CASE.

Teacher can give students a list of criminal and civil offenses and have them designate the court in which each would be tried.	The Courts of Oregon GIO pp. 316-325 OBB pp. 61-78

15. Students will demonstrate an awareness of the several processes and procedures necessary to enact a tax measure through the Oregon Legislature.

STUDENTS WILL IDENTIFY THE SEVERAL PROCESSES AND PROCEDURES NECESSARY TO ENACT A TAX MEASURE THROUGH THE OREGON LEGISLATURE BY MINIMALLY DISCUSSING THE POSSIBLE ROLES OF STANDING AND CONFERENCE COMMITTEES, LOBBYISTS, SENATE AND HOUSE LAWMAKING PROCESSES.

Discuss chart with emphasis on: 1. Standing committees 2. Voting in the House 3. Process in the Senate 4. Conference committee 5. Governor's role	GIO pp. 254-255 (chart) pp. 252-261, discussion
Role-playing may be a useful learning activity.	

16. Students will become familiar with the major functions and responsibilities of state and local governmental entities other than those to which they are assigned.

UPON COMPLETION OF THE SEMESTER, STUDENTS WILL BE ABLE TO IDENTIFY AND COMMUNICATE ORALLY THE MAJOR FUNCTIONS AND RESPONSIBILITIES OF THE SEVERAL STATE AND LOCAL GOVERNMENTAL AGENCIES TO WHICH FELLOW CLASSMATES HAVE BEEN ASSIGNED AS INTERNS.

Encourage students to share information and experiences with one another about the agencies to which they are assigned.	OBB GIO 66

ACTIVITIES	SOURCES
Have each student contribute a description of his agency to a student-made catalog.	The INTERACT Directory of Community Services Human Resources Directory

17. Students will demonstrate an increased capacity to differentiate between the terms: constitutional law, statutory law, administrative rule, and ordinance, and explain how each is derived and changed.

    UPON COMPLETION OF THE SEMESTER, STUDENTS WILL DIFFERENTIATE AND DISTINGUISH THE TERMS: CONSTITUTIONAL LAW, STATUTORY LAW, ADMINISTRATIVE RULE, AND ORDINANCE BY SO DEFINING EACH AND DESCRIBING HOW EACH IS DERIVED AND CHANGED.

Guest speaker from local bar association or a lawyer skilled in these concepts	AEP Unit book Courts and the Law Our American Government and Political System

18. Students will become familiar with job application procedures and processes.

    STUDENTS WILL OBTAIN JOB DESCRIPTION SHEETS AND APPLICATION FORMS FROM A STATE OR LOCAL AGENCY. THEREUPON, STUDENTS WILL COMPLETE AN APPLICATION FORM AND A JOB RESUME FOR EVALUATION AND REVIEW.

Assign the student to select a position and develop a list of qualifications. To accomplish this task the student should visit a state or local civil service agency to obtain application forms and information about vacancy requirements. Have students share this information with the class.	Agencies

19. Students will demonstrate an understanding of the major sources of revenue for the various levels of government.

    UPON COMPLETION OF THE SEMESTER, STUDENTS WILL IDENTIFY AT LEAST THREE MAJOR SOURCES OF REVENUE FOR EACH LEVEL OF GOVERNMENT.

Use inquiry to develop a list on the board.	GIO pp. 95-221 ILG pp. 17-31

ACTIVITIES	SOURCES
Federal State Local ___ ___ ___ ___ ___ ___ ___ ___ ___ To reinforce learning, require students to read from the listed sources.	Summary of Oregon Taxes Citizen's Handbook Oregon Tax Primer Selected Data on the Finances of State and Local Government OBB pp. 120-124

20. Students will become familiar with the most urgent problems prevailing in their local communities.

UPON COMPLETION OF THE SEMESTER, STUDENTS WILL OFFER DEFINITIVE AND DESCRIPTIVE STATEMENTS ON THREE OF THE MOST URGENT PROBLEMS THEIR COMMUNITIES ARE FACING.

Have each student identify three problems. Select one major one and research it by collecting newspaper articles during the semester. Have each write a summary of the articles explaining the nature of the problem and what government is doing to solve it. Have each student suggest his own personal solution. Spend a day during the course to discuss the problem.	GIO pp. 1-94 Agency information

Appendix B

69

BIBLIOGRAPHY

BOOKS

Edelman, Murray. Politics as Symbolic Action: Mass Arousal and Quiescence. Chicago: Rand McNally College Publishing Company, 1971.

Fenton, Edward. Tradition and Change in Four Societies. New York: Holt, Rinehart and Winston, Inc., 1968.

Golding, William. Lord of the Flies. New York: G.P. Putnam's Sons, 1959.

Government in Oregon. Salem, Oregon: State of Oregon, Department of Education, 1971.

Human Resources Directory. Corvallis, Oregon: Division of Continuing Education Publications, 1970.

Huxley, Aldous. Brave New World. New York: Harper and Row Publishers, 1932.

Interact Directory of Community Services for Marion, Polk, and Yamhill counties. Available at Room E310, Civic Center, Salem, Oregon.

Mehlinger, Howard D., and John J. Patrick. American Political Behavior. Boston: Ginn and Company, 1972. Accompanying transparencies, work-sheets, teacher's guide, and films available.

Oregon Blue Book. Salem, Oregon: State of Oregon, Office of the Secretary of State.

Orwell, George. Animal Farm. New York: Harcourt Brace Jovanovich, Inc., 1954.

Quigley, Charles, and Richard Longaker. Voices for Justice. Boston: Ginn and Company, 1970.

Shaver, James P., and A. Guy Larkins. Decision Making in a Democracy. New York: Houghton Mifflin Co., 1972. (Teacher's guide and answer key available.)

BOOKLETS

American Education Publications. (Series of unit booklets.) Columbus, Ohio: Xerox Education Publications.

Taking a Stand (A Guide to Clear Discussion of Public Issues)
The Rise of Organized Labor (Worker Security and Employer Rights)
Religious Freedom (Minority Faiths and Majority Rule)
The Immigrant's Experience (Cultural Variety and the "Melting Pot")

The American Revolution (Crisis of Law and Change)
Negro Views of America (The Legacy of Oppression)
The Railroad Era (Business Competition and the Public Interest)
The Police (Law Enforcement and Community Conflict)
Social Action (Dilemmas and Strategies)
Race and Education (Integration and Community Control)
Municipal Politics (Interest Groups and the Government)
Pride and Power (From Watts to Mexico City)
Privacy (The Control of Personal Information)
Status (Achievement and Social Values)
The Penal System (Crime, Punishment and Reform)
Community Change (Law, Politics and Social Attitudes)
The Media (Press, Radio and TV in a Free Society)
Rights of the Accused (Criminal Procedure and Public Security)
Population Control (Whose Right to Live?)

Citizen's Handbook. Salem, Oregon: State of Oregon, Department of Revenue. Eighty-six questions and answers about Oregon's state and local taxes and services.

Communication Handbook for Local Governments. Eugene, Oregon: University of Oregon, Bureau of Governmental Research and Service, 1972.

High School Legal Education. San Francisco: Golden Gate Law Review, Golden Gate College School of Law, 1972.

Oregon Tax Primer. Portland, Oregon: Portland School District No. 1.

Social Studies in Oregon Secondary Schools. Salem, Oregon: State of Oregon, Department of Education, 1955.

So Now You're On Your Own. Salem, Oregon: State of Oregon, Department of Education, 1971.

A Summary of Oregon Taxes. Salem, Oregon: State of Oregon, Department of Revenue.

PAMPHLETS AND PAPERS

The Courts of Oregon. Supreme Court of Oregon, Salem, Oregon, 1972.

Drug Abuse: Attitudes to Prevent and Programs to Combat It. Bulletin of the National Association of Secondary School Principals, April, 1973.

High School Student Volunteers. Washington, D.C.: Volunteers in Service to America (VISTA), 1972.

Law in a Free Society. California State Bar Association, August, 1972. Series of papers on issues in politics and government, including lesson and teacher guides.

Law and the School: Teaching, Observing, and Enforcing It. Bulletin of the National Association of Secondary School Principals, April, 1973.

The Three Branches of State Government. Oregon Senate staff paper, 1969.

AUDIOVISUAL RESOURCES

Clean Air: A Matter of Life and Breath. Oregon Lung Association, 1890 State Street, N.E., Salem, Oregon 97301. Thirty-minute sound filmstrip.

Future Shock. Contemporary Films/McGraw Hill, Nobato, California. Thirty-minute sound film based on the book Future Shock by Alvin Toffler.

The Oregon Way. Local Government Relations Office, 240 Cottage Street, S.E., Salem, Oregon 97310. Twenty-minute slide show with tape narrative.

Willamette Air Shed. Mid-Willamette Air Pollution Authority, 2585 State Street, N.E., Salem, Oregon 97301. Thirty-minute sound filmstrip.

GENERAL RESOURCES

These organizations continually publish papers, brochures, or booklets which bear on politics and government:

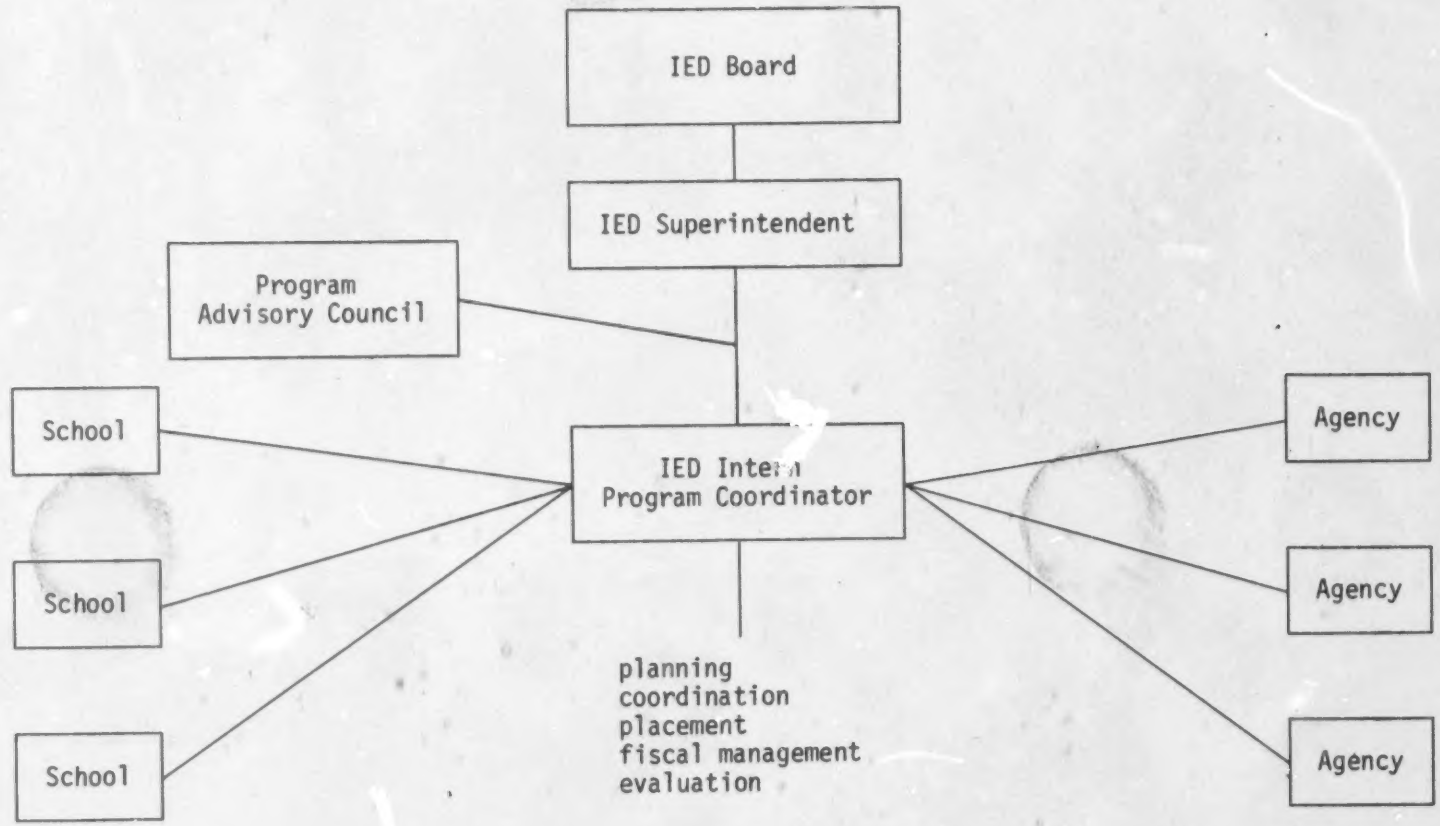
Bureau of Governmental Research and Service, School of Community Service and Public Affairs, University of Oregon, Eugene, Oregon 97403.

League of Women Voters of Oregon, Suite 212, 495 State Street, Salem, Oregon 97301.

Oregon Bar Association, Education Subcommittee, 808 S.W. 15th Street, Portland, Oregon 97205.

Appendix C

STUDENT INTERN PROGRAM
ORGANIZATIONAL STRUCTURE



Appendix D

G R A S P

Governmental Responsibility and Student Participation
Sponsored by Marion IED
681 Center Street, N.E.
Salem, Oregon 97301
588-5330

COOPERATING SCHOOL AGREEMENT

The Marion Intermediate Educat on District, hereinafter referred to as the Sponsor, and _____
NAME OF SCHOOL

_____
ADDRESS OF SCHOOL

hereinafter referred to as the School, hereby mutually agree as follows:

THE SPONSOR WILL:

1. Provide learning sites for seniors selected by the school during the _____ school year to help them develop a better understanding of state and local government through actual participation with an agency. The number of sites provided will be based on a percentage of each school's senior class enrollment and total sites available.
2. Advise the school of the agency's plans for, and requirements of, a GRASP intern while in the agency.
3. Provide the school with any available material about each learning site.
4. Help the school's GRASP coordinator determine specific learning sites to which students will be assigned.
5. Pay mileage at the rate of 5 cents a mile for all approved student transportation authorized by the GRASP director.
6. Conduct two group meetings for all GRASP participants during the year.
7. Be available to discuss areas of concern with school district personnel.
8. Serve as liaison between schools and government agencies participating in the program.
9. Arrange and pay for insurance for all participating students through the State Accident Insurance Fund.

10. Provide the school with nine-week evaluation forms completed by agency personnel on its GRASP interns.

11. Furnish the school at the end of the project year the overall evaluations of the program based on information obtained by pre-tests and post tests administered to students.

THE SCHOOL WILL:

1. Participate in the GRASP program during the _____ school year.
   (a) 1st Semester 9 weeks (October _ to December _____)
   (b) 2nd Semester 9 weeks (February __ to April _____)

2. Determine the amount of time in days and hours per week a student may devote to the program and assure release of students from regular classes as required to participate.

3. Be responsible for preliminary classroom instruction for students before they are placed on the program, and for a debriefing session at the close of the program each semester.

4. Allow credit for the GRASP experience. Each authorized hour spent in an agency should equal one hour of classroom instruction, excluding travel time.

5. Report to the GRASP office at the end of each month on:
   (a) Students participating, by name, during that month.
   (b) The number of hours each student spent on the program, during that month.
   (This information is needed for insurance purposes.)

6. Reserve each Friday of the week for GRASP interns to disseminate information to other interns and students. Where there exists a separate GRASP class, there should be a regularly scheduled seminar.

7. Follow the procedure as set forth in the revised Guidelines for Project GRASP for the selection of students for the program.

8. Inform parents about the program and obtain their signed approval on the GRASP Parental Permission form before students begin their off-campus participation. This form, when completed, should be forwarded to the GRASP office.

9. Give all GRASP candidates a pretest before their placement on the program and a post test at the end of their government experience. Tests will be provided by the GRASP staff and must be returned to the IED for evaluation.

10. Make every effort to assure students a flexibility in their schedules to allow them to take full advantage of this experience when additional time or a change in time for their participation requires.

11. Seek and appoint a district GRASP coordinator who has the time and interest necessary to effectively operate the program within the school.

12. Urge the district GRASP coordinator and/or other local classroom teachers to visit their students at their learning sites on occasion, and to attend at least one county-wide workshop on GRASP and two additional group coordinator's meetings.

MARION INTERMEDIATE EDUCATION DISTRICT SPONSOR	SCHOOL
ARDYTH L. BADGER, Project GRASP Director	NAME AND TITLE
DATE SIGNED	DATE SIGNED

Appendix E

79

PARENTAL PERMISSION FORM

Name of Student _____ Name of School _____

My child, a minor, named above, has my permission and corsent to participate in Project GRASP as a GRASP intern.

I realize that Project GRASP is a program designed to promote understanding of citizen responsibility through student participation in government and community affairs. Its goal is to meet human needs by developing positive attitudes about local government and social service agencies through involvement with those agenices.

Does your son or daughter have your permission to ride with other GRASP interns? Yes ____ No ____

****

Fill out if child is providing his own transportation:

I hereby certify that my child, named above, will be operating a motor vehicle to and from school and the participating agencies.

He/she will be operating _____ (his/her), _____ (parents) vehicle, registered

in _____ (his/her), _____ (parents) name.

I further certify that he/she will be covered by at least the minimum amount of insurance coverage required by Oregon Law and that he/she holds a valid Oregon Drivers License.

PLEASE PRINT:

_____
FULL NAME OF PARENT(S)/GUARDIAN

_____
SIGNED

_____
ADDRESS

_____
DATE

_____
CITY, STATE AND ZIP CODE

80

_____ / _____
(Home) TELEPHONE NUMBER (Office)

Appendix F

81

G R A S P

Governmental Responsibility and Student Participation
Sponsored by Marion IED
681 Center Street, N.E.
Salem, Oregon 97301
588-5330

COOPERATING AGENCY AGREEMENT
PART I

The Marion Intermediate Education District, hereinafter referred to as the Sponsor, and _____
NAME OF AGENCY

_____
ADDRESS OF AGENCY

hereinafter referred to as the Agency, hereby mutually agree as follows:

THE SPONSOR WILL:

1. Arrange for release of students from regular classes as required to participate in this program.

2. Assist schools in providing for preliminary relevant classroom instruction and information to students about participating GRASP agencies.

3. Indemnify and hold the agency harmless from any claims or cause of action for injury or death of any person or persons arising out of the agency's participation in this program, and occurring as a result of an act or omission of the agency, its agents or employees.

4. Remove student(s) from the program upon the agency's request.

5. Relieve the agency of any responsibility for:
   (a) Student insurance coverage
   (b) Student transportation
   (c) Payment of any salary, wages or fringe benefits to students.

6. Urge school coordinators to make periodic visitations to the agency to discuss student(s) progress.

7. Be available upon request to discuss areas of concern.

8. Provide agency with all available feedback from students, parents, and school personnel at the close of the program.

9. Urge schools to provide each student on the program with a copy of the Government in Oregon handbook and use it as a text for classroom instruction.

THE AGENCY WILL:

1. Provide learning sites for students which will help them develop a better understanding of the processes and functions of the agency and its relationship to other agencies.

2. Determine the types of activities in which the student(s) will be engaged while in the agency. Involve them in meaningful participation whenever possible.

3. Set the amount of time (days and hours per week) the agency can devote to student learning experiences. (A minimum of 4 hours per week is required, but many students can spend more time.)

4. Advise the sponsor of the agency's contribution in terms of a general plan for the learning experience.

5. Provide the sponsor with appropriate material about the agency which might be used in the classroom to give students a perspective of the agency prior to beginning their off campus participation.

6. Complete an evaluation form for each student at the end of their learning experience. (Sponsor will provide forms.)

7. Attend workshops and conferences with other agency personnel, students, and teachers whenever possible.

8. Assign a contact person within the agency to whom the student reports.

****

Both parties agree to comply with Section 601 of the 1964 Civil Rights Act which states that no person in the United States shall, on the grounds of race, color, sex or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity receiving Federal financial assistance. ORS 659.010 through 659.990 contains similar provisions.

****

SPONSOR	AGENCY
ARDYTH L. BADGER, Project GRASP Director	NAME AND TITLE
DATE SIGNED	DATE SIGNED

COOPERATING AGENCY AGREEMENT
PART II: INFORMATION SUMMARY

Please give a description of your agency's major "function and responsibilities" in our state and local governmental arena, and perhaps a brief discussion of the major issues and/or problems it currently is confronting.

Please give a descriptive statement of that which your intern(s) will gain from his or her internship with your agency. That is, what new-found insights or perceptivities should an intern acquire as a result of an assignment with your agency.

Do you have any specific requirements (e.g., special qualifications, background experience, academic or career interests) prospective interns should have prior to placement with your agency? Yes ___ No ___
If "yes", please specify:

Do you wish to interview a student prior to placement? Yes ___ No ___

Your agency can work with ____ students, for a minimum of ____ hours each week.

Your agency does ____ does not ____ have a preference of days or times the student(s) should be with your agency. Students are not excused from classes on Friday. If you have a preference, please specify:

The contact person in your agency will be: _____
NAME AND TITLE

The above person is located at _____

and can be reached by phone at _____.

Approved by: _____
NAME AND TITLE

Department: _____

Date: _____

NOTE: Please attach a tentative outline of student activities for your agency.

Appendix G

87

GRASP PRETEST/POST TEST (COGNITIVE)
PART I

STUDENT'S NAME _____ SCHOOL _____

SEX _____ / AGE _____ DATE _____

PLEASE WRITE LEGIBLY: _____ AGENCY ASSIGNMENT

Section I

1. Presuming that governmental units are created to meet specific needs of people, define the term "governmental unit."

_____

_____

_____

2. There are four kinds of local government in Oregon. Name all four kinds and identify (by name) a sub-unit (for example, a branch, department or division) for each.

	Name of Local Government	Sub-unit
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

Section II

3. Define the term "bureaucracy" and identify, that is, list at least two important characteristics or features of bureaucratic organizations.

Definition: _____

_____

Features or Characteristics: 1. _____

_____

2. _____

_____

Section III

4. As governmental units are said to be financed by an orderly procedure based on the concept of "self-taxation," identify at least five specific governmental units or agencies receiving funds from the State of Oregon General Fund.

1. _____ 3. _____

2. _____ 4. _____

5. _____

Section IV

5. Identify Oregon's six state-wide elected positions and the names of the respective officeholders.

Positions	Name of Officeholder
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____

6. Identify one elected or appointed position at each of Oregon's three levels of government (i.e., city, county and state) by naming the governmental unit, the name and position of the officeholder and state whether or not he or she was elected or appointed.

Levels	Name of the Unit	Position of Officeholder
City	_____	_____
County	_____	_____
State	_____	_____
	Unit	Title

Levels	Name of Officeholder	Elected or Appointed?
City		
County		
State		

Section V

7. Name five ways or established procedures for effecting change in or through the Oregon State government. For example, change may be effected through court processes.

1. _____
2. _____
3. _____
4. _____
5. _____

Section VI

8. Name three private non-profit organizations or social service agencies identifying: a. the specific service(s) provided by each and b. the source(s) of revenue (i.e., financing) for each agency named.

1. Name of agency: _____

   Service(s) provided: _____

   _____

   Source(s) of financial support: _____

   _____

2. Name of agency: _____

   Service(s) provided: _____

   _____

   Source(s) of financial support: _____

   _____

3. Name of agency: _____

Service(s) provided: _____

_____

Source(s) of financial support: _____

_____

GRASP PRETEST/POST TEST
PART II

All questions in Part II refer to the entire agency to which you are assigned, not just a particular section of that agency.

PLEASE WRITE LEGIBLY:

Section I

1. What is the primary function of your agency?

2. Why was your agency created?

3. How was your agency created?

Section II

4. Which other agency or body most directly affects the operation of your assigned agency?

5. Your agency most directly affects the activities and/or operations of what other agency?

Section III

6. Where does your agency receive its financial support? (Be as specific as possible.)

_____

7. Outside of your agency, what other agency or individual, etc., approves, rejects, or modifies your agency's proposed budget? (Be as specific as possible.)

_____

_____

8. If your agency's original budget request is rejected and must be cut or lowered, who, within your agency, decides which item(s) will be modified or deleted to stay within an approved figure? (Give the name(s) and position(s) of individuals or the specific group.)

_____

_____

Section IV

9. Who is the chief decision maker of your entire agency by name and position?

_____ _____
NAME POSITION

10. How did the chief decision maker of your agency "acquire" his position? (Specify whether he or she was elected, appointed, or hired by a board or single individual, etc. Mention names of groups, individuals, boards, and/or specific voting electorate where appropriate.)

_____

_____

11. Who is your immediate supervisor by name and position?

_____ _____
NAME POSITION

12. Within the organizational structure of your agency, to whom is your immediate supervisor accountable by name and position?

NAME _____ POSITION _____

Section V

13. Who, by name and position, within your agency, determines a need for a modification or change in your agency's function, operation, or structure. (If appropriate, specify name of council or board.)

_____

_____

14. Did the 1973 Oregon Legislature pass any laws which changed your agency's function in any way? Yes ___ No ___ If "yes", explain why the change(s) are either acceptable or unacceptable to your agency.

_____

_____

15. Is there a person in or with your agency who "lobbies" for or against major changes in your agency's organization structure, function, or budget?

Yes ___ No ___ NAME _____ POSITION _____

If "yes", does this person have other duties in your agency? Yes ___ No ___

If "yes", what are these several duties?

_____

_____

_____

Section VI (Answer question 16 or 17 and 18)

16. If you are with a "community organization", name one governmental organization with which your agency has something in common either in terms of similar functions or services provided.

_____

17. If you are with a "governmental organization", name one community organization with which your organization has something in common either in terms of similar functions or services provided, etc.

_____

18. With what other community organization does your assigned agency have the most contact? Name two organizations and at least one service provided by each.

1. _____ _____
ORGANIZATION SERVICE PROVIDED

2. _____ _____
ORGANIZATION SERVICE PROVIDED

General Information (for inclusion in the post test)

19. How many careers did you explore or become aware of during your GRASP experience?

APPROXIMATELY: 1 2 3 4 5 (Please circle appropriate number.)

20. Please name or describe the career(s) referred to above. (Examples: secretaries, coordinators, accountants, counselors)

1. _____ 2. _____

3. _____ 4. _____

5. _____

21. Please offer constructive comments as to whether or not this particular test instrument gives you a fair opportunity to tell our staff and others what you have learned as a GRASP intern?

PLEASE FILL IN THE APPROPRIATE BLOCK:

___ I would like to remain with the same agency during the second semester.

___ I would like to intern with a different agency during the second semester.

If you filled in the above block, in which other areas of state and local government and/or community services do you have an interest?

_____

_____

___ I will not be participating as an intern during the second semester.

Appendix H

97

STUDENT ATTITUDE QUESTIONNAIRE

STUDENT _____ HIGH SCHOOL _____

AGENCY ASSIGNMENT _____ AGENCY GRASP SUPERVISOR _____

DATE _____

1. Based on your experience in the GRASP program, would you say that your attitude towards government has: (underscore one)

   Become More Positive Not Changed Become More Negative Not Sure Yet

2. Based on your experience in the GRASP program, do you think you now have a better understanding of government? Yes ___ No ___ If "yes", please explain:

3. What, in your opinion, is the biggest frustration a government agency has to deal with: (Please circle appropriate answer(s)

   (a) Lack of understanding on the part of the general public.
   (b) Lack of funds with which to operate.
   (c) The structure of the agency itself.
   (d) The restrictions placed on it by the executive, legislative or judicial branches of government.
   (e) Other (Explain in your own words):

4. How were you received by the people in your agency? Did they: (circle appropriate answer(s)

   (a) Make you feel welcome?
   (b) Treat you as a responsible adult?
   (c) Give you some responsibility?
   (d) Treat you indifferently?
   (e) Make you feel unwelcome?

5. Do you feel that you will be able to make better decisions as a voter and member of your community because of the GRASP experience? Yes ___ No ___ Don't Know ___

6. Has this experience influenced your future plans in any way? Yes ___ No ___ Maybe ___ Not Sure ___ If "yes", please explain:

7. Has any opportunity for employment or further education resulted from your GRASP experience? Yes ___ No ___ Maybe __ If "yes", please specify:

8. Would you recommend GRASP to a junior for next year? Yes ___ No ___ Qualified Yes ___ If so, why?

9. How many weeks have you spent on GRASP this year? _____.

10. Were you given the opportunity to share your GRASP experiences with: (Circle answer(s)

    (a) Other GRASP students
    (b) Other classes at school
    (c) None

11. Do you also have the opportunity to share your GRASP experiences with: (Circle answer(s)

    (a) Your parents
    (b) Friends
    (c) Others (specify)

12. Please rate as best you can all components of the GRASP program: E (excellent), G (good), F (fair), *P (poor)

    (a) Agency planning _____
    (b) School coordinator's planning ____
    (c) Other teacher's support ____
    (d) Your parents' interest ____
    (e) Agency supervisor's effectiveness ____
    (f) GRASP staff support _____
    (g) Other (specify) _____

    *For any component rated "P", please explain the problem. We need this information.

13. What kinds of careers did you observe while you were at the agency?

14. In your opinion, do you feel that you were adequately prepared for GRASP?
Yes ___ No ___ Yes and No ___

Comments:

15. In your own words, what do you feel was the most important part of the experience to you as a person about to graduate from high school?

Appendix I

GRASP PLACEMENT SITES

1972-73

AGENCY	NUMBER OF STUDENTS 1st Semester	2nd Semester
Agriculture Department	6	5
Board of Parole and Probation		1
Bureau of Labor		1
Capital Journal (newspaper)	1	1
Children's Services, Marion Co.	2	2
Commerce Department	5	
Community Action Programs	3	
Mid-Willamette Economics Development Corporation	1	
Consumer Services	2	1
Corrections Division, Data Center	3	1
Council of Governments	2	2
Democratic Central Committee	8	
Education/State Department of	10	3
Educational Broadcasting	1	
Educational Coordinating Council	1	1
Fairview Hospital	13	8
Feedback Program		1
Forestry Department	4	4
General Services		
Governor's Commission on Youth	2	1
GRASP	1	1
Health Department/Marion County	2	
Health Fair		
Highway Division	5	3
Highway, Tour Division	8	8
Hughes, Ted & Associates		1
Human Resources/Department of		
Justice Department, Tax Division	2	3
Justice Department, Trial Division	1	
Law Enforcement Council	2	1
Law Enforcement, Data Systems	2	
League of Oregon Cities		1
Legislative Administration	2	
Legislative Counsel	4	
Local Government Relations	2	1
Marion County Clerk's Office	5	6
Marion County District Attorney's Office		3
Marion County Extension Services	3	2
Marion Intermediate Education District	4	3
Marion County Sheriff's Office	12	9
Mental Health	3	2
Mid-Willamette Valley Air Pollution Authority	1	1
Military Department of Oregon	1	
Oregon School Board Association	1	
Oregon State Employees Association	1	1

AGENCY	NUMBER OF STUDENTS 1st Semester	2nd Semester
Oregon State Hospital	3	2
Oregon State Legislature		38
Oregon State Police	3	2
Oregon Statesman (newspaper)	1	
Oregon Supreme Court	2	
Republican Party, Hatfield Office	7	
Revenue Department	4	3
Salem City Manager's Office	1	1
Salem City Police	1	2
Salem Schools, Special Education	1	3
Secretary of State	3	1
Shangri-La	7	4
Silverton City Manager	1	
State Accident Insurance Fund		1
State Water Resources Board		1
Stayton City Police Department	3	
United Good Neighbors	2	
Vocational Rehabilitation	18	11
Volunteer Bureau	2	
Welfare Department, Marion County	4	4
Woodburn City Manager	1	
Woodburn Human Resources	2	
TOTAL: 67 Agencies	192	151

Appendix J

105

STUDENT INTERN APPLICATION FORM

(PLEASE TYPE OR PRINT)

NAME: _____ _____
Last/First Middle Initial School

ADDRESS: _____ _____
Street, Route No. or P.O. Box Home Telephone Number

_____ _____
City/State/Zip Code Date of Birth

PARENT/GUARDIAN'S NAME: _____

_____
Address

_____
(Home) Telephone (Office)

1. What special skills, experiences, or aptitudes do you feel you have?

2. List or describe your particular interests:
   a. Academic b. Career

   _____ _____

   _____ _____

   _____ _____

3. What aspects of state and local government or community affairs interest you the most?

4. What do you expect to gain from the program?

5. Are there specific agencies with whom you would like to intern? List agency preferences:

a. _____ c. _____

b. _____ d. _____

6. Will you have your own transportation to and from participating GRASP agencies? Check one: Yes ___ No ___ Need transportation to be arranged ___

7. What is your schedule for next semester?

Course	Period	Teach
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	

8. Special remarks:

Signed _____

Date _____

Appendix K

A STUDENT INTERN'S PLEDGE

AS AN INTERN:

I believe that I am subject to a code of ethics similar to that of professional workers. I shall accept my assigned responsibilities and be accountable for what I am expected to do.

I promise to be faithful in attendance. If I am unable to report to my assignment or if I expect to be late, I shall notify my agency supervisor.

I shall keep confidential all privileged information.

I understand that I will participate in this program without monetary compensation, but I expect to do each assignment to the best of my ability.

I intend to take a positive and open-minded attitude, to show interest and initiative, to accept responsibility, and to follow supervision.

I am willing to devote extra time to special meetings or assignments when possible, and also to keep simple records and complete whatever tests and/or questionnaires are required of me.

I understand that in my conduct and performance I represent myself, my school, and--by extension--other high school seniors.

Appendix L

111

AGENCY SUPERVISOR QUESTIONNAIRE

NAME OF AGENCY, DEPARTMENT, OR OFFICE _____ NAME OF GRASP SUPERVISOR _____

1. Do you think the student(s) assigned to you achieved a better understanding of your role and functions? Yes ___ No ___

2. Do you see the method of teaching students about government, as fostered through Project GRASP, as an enrichment to classroom instruction? Yes ___ No ___

3. Were you satisfied with the student(s) assigned to you this year? Yes ___ No ___ Not Exactly ___

   COMMENT:

4. Are you of the opinion that you or your staff have had adequate contact with local classroom teachers? Yes ___ No ___

5. In your opinion, what should be the primary "criteria" employed to select students for your assignment? (Please rank in a hierarchial fashion below.)

6. Would you like more help (consultation) with the staff of Project GRASP in formulating or designing your learning site program? Yes ___ No___ Only as needed ___

7. Did you work "directly" with GRASP interns on those occasions when they were in your office. Yes ___ No ___ If "no", to whom were they assigned?

8. Have you or any of your staff been asked to speak at your GRASP student's school or any other school? Yes ___ No ___ If "no", would you be willing to speak on behalf of your agency? Yes ___ No ___

9. Please make additional comments on any of the above items or matters not included:

Appendix M

AGENCY EVALUATION OF STUDENT INTERN

NAME OF AGENCY, ORGANIZATION OR DEPARTMENT: _____

GRASP AGENCY SUPERVISOR: _____

STUDENT: _____ SCHOOL: _____

DATE: _____

Please give a brief description of the student's activities in your agency.

Circle and/or comment on the following: Comments would be appreciated for the overall evaluation (#10).

1. PERSONAL APPEARANCE -- Employee appearance reflects favorable or unfavorable public opinion toward an agency. Does the student dress appropriately for your agency?

   Always Almost Always Usually Sometimes Never

   COMMENTS:

2. ATTENDANCE -- Good attendance shows ones interest in his agency. Does the student attend his GRASP assignment?

   Always Almost Always Usually Sometimes Never

   COMMENTS:

3. ATTITUDE -- A cooperative attitude is indicative of a student's acceptance of the assigned tasks by the agency. Does the student show a favorable attitude?

   Always Almost Always Usually Sometimes Never

   COMMENTS:

4. COURTESY -- Courtesy and friendliness promote understanding between the agency and public to help open lines of communication between them. Is the student courteous to those around him?

Always Almost Always Usually Sometimes Never

COMMENTS:

5. ADAPTATION TO AGENCY -- The student's ability to adapt to agency requirements and working conditions is indicative of his interest, concern and furthers his understanding of the agency. Does the student adapt to all situations within the agency?

Always Almost Always Usually Sometimes Never

COMMENTS:

6. PARTICIPATION -- Participation in learning activities as set by the agency leads to a better understanding of the functions and activities of that agency. Does the student take part in these activities?

Always Almost Always Usually Sometimes Never

COMMENTS:

7. DEPENDABILITY -- Ability to carry out assigned tasks with minimum supervision is evidence of the student's desire for personal accomplishments and helps promote agency efficiency. Is the student dependable?

Always Almost Always Usually Sometimes Never

COMMENTS:

8. INITIATIVE -- Ability to accomplish a necessary task without direct supervision is a sign of a student's interest in his assignment and pursuit of his creativity. Does the student show signs of initiative?

Always Almost Always Usually Sometimes Never

COMMENTS:

9. KNOWLEDGE OF AGENCY -- A workable understanding of the agency's operations and procedures indicates the personal accomplishments and effective use of the experience with the agency. Does the student display a knowledge of your agency?

Always Almost Always Usually Sometimes Never

COMMENTS:

10. OVERALL EVALUATION -- What would be your overall evaluation of student based on the above criteria?

Outstanding Good Satisfactory Poor

COMMENTS:

11. GENERAL STATEMENT (Narrative):

Evaluation completed by _____
(Signature)

Appendix N

SCHOOL COORDINATOR QUESTIONNAIRE

NAME OF COORDINATOR _____ DATE _____

NAME OF SCHOOL _____

1. Are you a social studies teacher? Yes ___ No ___

   If no, what is your occupational area? _____

2. Did your school conduct a separate class for GRASP students this year? Yes ___ No ___ If no, from what classes were GRASP students drawn?

   _____

3. Were the GRASP students given a regular time to share their experiences with other classes and other GRASP students in your school? Yes ___ No ___

4. To the best of your knowledge, on how many occasions were GRASP students invited by other classroom instructors to share their GRASP experiences?
   _____ Number

5. Would you say most other teachers in your school are aware of the objectives of GRASP and support the program? Yes ___ No ___

6. From what specific course(s) are GRASP students receiving credit?

_____ COURSE TITLE	_____ COURSE TITLE	_____ COURSE TITLE
___ Number of Credits	___ Number of Credits	___ Number of Credits
___ Letter Grade	___ Letter Grade	___ Letter Grade
___ Pass/No Pass	___ Pass/No Pass	___ Pass/No Pass

7. From those students applying for GRASP internship positions, who determined which students were selected? (Circle answer(s)

   (a) Screening Committee
   (b) GRASP Coordinator
   (c) Principal
   (d) Other (please explain)

8. What were the criteria employed to select GRASP students? (Circle answer(s))

   (a) Grades (b) Dependability (c) Interests (d) Other (please explain)

9. Do you feel that if a student selected for GRASP this year in your school was not placed within an agency of his choice it had an adverse effect on his participation? Yes ___ No ___

10. What system of grading do you recommend for GRASP students?

    _____

    _____

11. Please describe the current status of your "resource library"? Are students currently adding material to the library? If so, where is the library located and what is the nature of the material located therein?

    _____

    _____

    _____

12. Are GRASP students using any of the following resource materials? (Circle)

    (a) Government in Oregon handbook (b) Oregon Blue Book

    (c) Other: _____

13. Were you given the assignment as school coordinator by your principal? Yes ___ No ___

14. Would you volunteer for this assignment? Yes ___ No ___

15. Are you given enough time, outside of class time, to plan and conduct GRASP activities? (e.g. prep time) Yes ___ No ___

16. As far as you know now, will you be the GRASP coordinator for your school next year? Yes ___ No ___ Don't Know ___

17. In your own words, what is the most difficult part of being a GRASP coordinator?

Appendix O

SCHOOL ADMINISTRATOR EVALUATION GUIDE

HIGH SCHOOL _____ SCHOOL ADMINISTRATOR _____

DATE _____

1. Do you see this method of teaching about government and citizenship as an enrichment to the classroom textbook approach? Yes ___ No ___

   COMMENTS:

2. Do you feel that your students who have been on GRASP this year have matured through this experience? Yes ___ No ___

   COMMENTS:

3. Do you feel that they have undergone any kind of an attitude change? Yes ___ No ___

   COMMENTS:

4. Do you anticipate that a program such as GRASP will become a part of your regular curriculum when federal funding is no longer available? Yes ___ No ___

   COMMENTS:

5. Do you see this kind of program as a way to satisfy the new state-adopted graduation requirements in Citizenship Education? Yes ___ No ___

   COMMENTS:

6. Do you have any specific plans to continue the program in your school?
Yes ___ No ___

COMMENTS:

Appendix P

PARENTS' QUESTIONNAIRE

NAME OF PARENT OR GUARDIAN _____ HIGH SCHOOL SON OR DAUGHTER _____

1. Does the student discuss the GRASP program with you? Yes ___ No ___

2. If "yes" above, would you say that he is getting practical information which may make him more aware of the complexities of government? Yes ___ No ___

3. Have you seen a change in your child's "attitude" since his internship in GRASP? Yes ___ No ___ Not Sure ___ If "yes", please explain:

4. Have you learned anything new from your child's experience? Yes ___ No ___ If "yes", please explain:

5. Do you feel that this method of teaching about government is an enrichment to classroom instruction? Yes ___ No ___ Don't Know ___

6. Has your child found something in the experience which has influenced his future plans? Yes ___ No ___ Don't Know ___ If "yes", please comment:

7. Would you support a program such as GRASP, financed by your local district for transportation and insurance? Yes ___ No ___

8. If you had another son or daughter who would be a senior next year would you want him or her to be in the GRASP program? Yes ___ No ___

FEEL FREE TO MAKE ADDITIONAL COMMENTS ON ANY OF THE ABOVE ITEMS.

Appendix Q

SCHOOL _____

SUBMITTED BY _____

RECORD OF INTERN HOURS SPENT OFF CAMPUS
(Including Travel Time)

DAYS AND
HOURS SPENT OFF CAMPUS MONTH OF _____

STUDENT'S NAME	1st WEEK		2nd WEEK		3rd WEEK		4th WEEK		TOTAL	
	Days	Hours	Days	Hours	Days	Hours	Days	Hours	Days	Hours

128